

4

R E P O R T R E S U M E S

ED 002 754

24

CAREER DEVELOPMENT IN PUBLIC SCHOOL TEACHING PROFESSION WITH SPECIAL REFERENCE TO CHANGING MOTIVATIONS, PRESSURES, SATISFACTIONS, AND DISSATISFACTIONS.

BY- KUHLEN, RAYMOND G.

SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE

REPORT NUMBER CRP-048

PUB DATE

59

CONTRACT OEC-6405

EDRS PRICE MF-\$0.36 HC-\$9.08 227P.

DESCRIPTORS- *CAREERS, *TEACHING, *TEACHER ATTITUDES, *TEACHER MOTIVATION, *TEACHER EMPLOYMENT, PUBLIC SCHOOLS, SECONDARY SCHOOLS, EVALUATION, INTERVIEWS, PSYCHOLOGICAL STUDIES, QUESTIONNAIRES, NEW YORK, EDWARDS PERSONAL PREFERENCE SCHEDULE

THE OBJECTIVES WERE TO DESCRIBE THE PATTERN OF JOB SEQUENCES THAT TYPIFY A CAREER IN EDUCATION AND TO DETERMINE THE TYPES OF PRESSURES, SATISFACTIONS, AND FRUSTRATIONS THAT LEAD TEACHERS TO CONTINUE IN EDUCATION OR SEEK OTHER POSITIONS. SECONDARY SCHOOL TEACHERS EMPLOYED IN URBAN CENTERS OF CENTRAL NEW YORK WERE INTERVIEWED. THEY INCLUDED TEACHERS IN ALL AGE GROUPS DIVIDED INTO THREE GROUPS--(1) MARRIED MEN, (2) MARRIED WOMEN, AND (3) SINGLE WOMEN. DATA WERE ALSO GATHERED CONCERNING THE TEACHERS' BACKGROUND, JOB HISTORIES, AND TEST SCORES REGARDING JOB NEEDS AND SATISFACTIONS. THE ANALYSIS SHOWED AN INCREASING STABILITY OF CAREER AS THE INDIVIDUALS GREW OLDER. TEACHERS SEEMED SATISFIED IN THEIR WORK. THE FEATURES THAT GAVE THE MOST SATISFACTION WERE SEEING THE RESULTS OF ONE'S TEACHING IN THE GROWTH AND DEVELOPMENT OF CHILDREN ALONG WITH AFFILIATION WITH ONE'S PEERS. TEACHERS APPEARED TO HAVE SERIOUS RESERVATIONS REGARDING THE PROFESSIONAL STATUS OF THEIR OCCUPATION. LESS THAN A FIFTH WERE WILLING TO ASSIGN IT "GOOD" STATUS, THOUGH ABOUT THE SAME PROPORTION THOUGHT THE STATUS WAS IMPROVING. (AH)

ED002754

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

CAREER DEVELOPMENT IN THE PUBLIC SCHOOL TEACHING
PROFESSION WITH SPECIAL REFERENCE TO CHANGING
MOTIVATIONS, PRESSURES, SATISFACTIONS
AND DISSATISFACTIONS

by

Raymond G. Kuhlen
Syracuse University

The research reported herein was performed
pursuant to a contract with the United
States Office of Education, Department of
Health, Education and Welfare.

O. E. Contract No. 6405

Syracuse University Institute of Research
Syracuse 10, New York
1959

Acknowledgments

This study was done pursuant to a contract with the Cooperative Research Program of the U. S. Office of Education. The investigator is indebted to this agency for major support and to Syracuse University for the additional support which made the study possible. The writer acknowledges with gratitude the excellent cooperation received from the administrative officials in the cities and in the schools from which the subjects were drawn, and from the teachers who so willingly cooperated as subjects in the study.

The writer also wishes to express his appreciation to the various graduate students who assisted in one phase or another of the research activity itself. Dr. David Farr served as a Research Associate. In addition to Dr. Farr, the following people served as interviewers: Jean Wilkins, Patricia Dietsch, D. Kuhne, Frank Haendel. Those who assisted in the coding and analysis of the data were as follows: Donald Soule, Eric Theiner, Blanche Seymour, Irwin Sacks.

TABLE OF CONTENTS

		Page
I	Introduction, Purposes, Background, Subjects and Procedure	1
II	Career Patterns, Sense of Achievement, Future Plans	16
III	Sources of Satisfaction and Dissatisfaction in the Teaching Profession	46
IV	Contrasts Between Those Who are Satisfied and Those Who Are Dissatisfied with Teaching as a Career	92
V	Those Who Are or Are Not Considering Leaving the Field of Teaching	140
VI	Those Who Planned or Did Not Plan to Go Into Teaching When in College	165
VII	Needs, Perceived Need Satisfaction Opportu- nities, and Satisfaction with Occupation	176
VIII	Summary	192
	References	204
	Appendix	207

LIST OF TABLES

Number		Page
1	Age distribution of sample by semi-decades and by the age groups utilized in the age trend analyses of the present report	10
2	Percentage distribution of subjects according to type of school and subjects taught	12
3	Magnitude of differences between percentages required for specific comparisons for reliability at the .05 and .01 levels of confidence, for comparison involving percentages around 40 or 60 and around 20 or 80 in size (age differences)	17
4	Percentage of subjects (a) who went directly to college after high school, to work, or into service, (b) who went to a four-year non-teachers college, and (c) who went from college directly into teaching or into other activities.	19
5	Percentage of subjects who reported various types of vocational plans, aspirations, and types of appeals characterizing the occupations of their choice, when they were in college	20
6	Reasons reported for taking the particular position over other positions, by percentages for age, sex, and marital status groups	25
7	Percentage of subjects whose careers were characterized by stability, by change of job, by work other than teaching, and by absence for marriage and/or maternity, during each 5-year period	28
8	Percentage of subjects of different ages and sex-marital status who work and/or study formally during summers and the school year	30
9	Percentage of subjects of different ages and sex-marital status who reported a sense of occupational achievement, together with indications of areas of success and failure and changes they would have made in their careers	32
10	The relative frequency with which subjects gave various categories of responses to a question asking "To what do you attribute this?" when careers had not "worked out" as hoped	36

11	Responses of subjects (percentages) to the question, "What would you most like to be doing 10 years from now" together with reasons why, and nature of efforts to achieve this end	41
12	Frequency (percentages) with which the various age, sex, and marital status groups have considered leaving teaching and have plans to change position	44
13	Perception of the adequacy of advancement opportunities in the teaching profession	44
14	Age trends in data reflecting satisfaction with teaching as a career. Figures represent percentages of particular group giving indicated response	48
15	Percentage of subjects of different ages and sex-marital status who gave various responses to question regarding (a) what about teaching gives most satisfaction (and other sources of satisfaction), and (b) what was best liked about current job	54
16	Sources of satisfaction in teaching as reflected in reasons for recommending that a son or daughter go into teaching, by age, sex, and marital status .	59
17	Basic sources of dissatisfaction and frustration in teaching, as indicated by percentage of various groups who gave various responses (a) regarding teaching in general, (b) their particular positions, and (c) reasons for not recommending a son or daughter to go into teaching	63
18	Sources of dissatisfaction in teaching as reflected in percentage of various groups who indicated various aspects of the profession of teaching that could be improved to make the field more attractive	70
19	Percentage of the several age groups who gave selected answers to the question: "What improvements or developments in or out of the school system would enable you to do a better job of teaching young people than is now possible?" Answers are multiple punched.	74
20	Percentage of the several age groups who gave selected answers to questions regarding the professional and social status of teachers, and suggestions for improving that status	77

21	Percentage of the several age groups who gave selected answers to questions regarding demands on time and relations between teachers and parents, and suggestions for improvement	82
22	Percentage of several age groups who gave selected answers to questions regarding merit system, tenure, salary situation, and suggestions for improvement .	86
23	Magnitude of differences between percentages required for specific comparisons for reliability at the .05 and .01 levels of confidence, for comparison involving percentages around 40 and around 20 in size. (Differences between those varying in occupational satisfaction.)	93
24	Percentage of those who would or would not encourage a son or daughter to teach, who indicated (a) they would teach again, (b) that they had or had not thought of leaving teaching, and (c) would or would not encourage the opposite sex child to go into teaching	95
25	Percentage of those who would or would not teach again who gave various responses to the question (a) whether they have ever thought of leaving teaching, (b) would encourage a son to teach, and (c) would encourage a daughter to teach	96
26	Percentage of those who would or would not encourage a son or daughter to teach again who assigned various ratings of liking for first and current position	97
27	Percentage of those who would or would not teach again who assigned various ratings of liking for first and current position	98
28	Percentage of those who would or would not encourage a son or daughter to teach who (a) indicated various types of high school-college-first job sequences, and (b) reported various types of vocational plans, appeals, and aspirations when in college	100
29	Percentage of those who would or would not teach again who (a) indicated various types of high school-college-first job sequences, and (b) reported various types of vocational plans, appeals and aspirations when in college	101
30	Percentage of those who would or would not encourage a son or daughter to teach who gave various reasons for taking their first jobs and their current positions	103

31	Percentage of those who would or would not teach again who gave various reasons for taking their first jobs and their current positions	104
32	Percentage of those who would or would not encourage a son or daughter to teach who themselves teach in various types schools and teach various subjects	105
33	Percentage of those who would or would not teach again who teach in various type schools and who teach various subjects	106
34	Percentage of those who would or would not encourage a son or daughter to teach who work and/or study formally during the summers and school year	108
35	Percentage of those who would or would not teach again who work and/or study formally during the summers and school year	109
36	Responses (percentages) relating to sense of achievement in career and ways in which achieved on part of those who would or would not encourage a son or daughter to go into teaching	111
37	Percentage of those who would or would not teach again if they could start over who reported having achieved or not achieved in their profession and various ways in which they have achieved	112
38	Responses (percentages) relating to nature of and reasons for failure on part of those who would or would not encourage a son or daughter to teach; also responses to question as to what subject would have done differently in retrospect	113
39	Percentage of those who would or would not teach again if they could start over who indicated various ways in which they had failed to achieve, why they had failed, and what they would have done differently with respect to their careers . . .	114
40	Percentage of those who would or would not recommend a son or daughter go into teaching who gave various responses to questions regarding (a) what they would like to be doing 10 years hence, (b) why, (c) what doing to prepare for this, and (d) plans for change	115
41	Percentage of those who would or would not teach again who gave various responses to questions regarding (a) what they would like to be doing 10 years hence, (b) why, (c) what doing to prepare for this, and (d) plans for change	116

42	Percentage of those who would or would not encourage a son or daughter to go into teaching who gave various answers to questions about sources of satisfaction in the field of teaching.	118
43	Percentage of those who would or would not teach again who gave various answers to questions about sources of satisfaction in the field of teaching	119
44	Percentage of those who would or would not encourage a son or daughter to go into teaching who indicated various sources of satisfaction (what liked about) in current position	120
45	Percentage of those who would or would not teach again if they could start over who indicated various sources of satisfaction (what liked about) in current position	121
46	Percentage of subjects who gave various reasons for their answer when asked if they would teach again if they could start over at age 18	123
47	Percentage of those who would or would not encourage a son or daughter to go into teaching who gave various answers to questions about the sources of frustration in the field of teaching	124
48	Percentage of those who would or would not encourage a son or daughter to go into teaching who reflected sources of frustration in various responses to a question regarding improvements in the teaching profession which would make it more attractive.	125
49	Percentage of those who would or would not teach again who gave various answers to questions about (a) the most frustrating aspect of the teaching profession, (b) other frustrations, and (c) improvements that would make the profession more attractive.	126
50	Percentage of those who would or would not encourage a son or daughter to go into teaching who indicated various types of dissatisfaction with current position.	127
51	Percentage of those who would or would not teach again if they could start over who indicated various types of dissatisfaction with current position.	128
52	Percentage of those who would or would not encourage a son or daughter to teach who gave selected answers to the question: "What improvements or developments in or out of the school system would enable you to do a better job of teaching young people than is now possible?"	130

53	Percentages of those who would or would not teach again who gave selected answers to the question: "What improvements or developments in or out of the school system would enable you to do a better job of teaching young people than is now possible?"	131
54	Percentage of those who would or would not encourage a son or daughter to teach who gave selected answers to questions regarding the professional and social status of teachers, and suggestions for improving that status	133
55	Percentage of those who would or would not teach again who gave selected answers to questions regarding the professional and social status of teachers, and suggestions for improving that status	134
56	Percentage of those who would or would not encourage a son or daughter to teach who gave selected answers to questions regarding demands on time and relations between teachers and parents, and suggestions for improvement	135
57	Percentage of those who would or would not teach again who gave selected answers to questions regarding demands on time and relations between teachers and parents, and suggestions for improvement	136
58	Percentage of those who would or would not encourage a son or daughter to teach who gave selected answers to questions regarding merit system, tenure, salary situation, and suggestions for improvement	137
59	Percentage of those who would or would not teach again who gave selected answers regarding merit system, tenure, salary situation, and suggestions for improvement	138
60	Magnitude of differences between percentages required for specific comparisons for reliability at the .05 and .01 levels of confidence, for comparison involving percentages around 40 and around 20 in size (differences between those with different plans when in college).	141
61	Percentage of those who have never thought seriously of leaving teaching and those who are currently thinking of leaving who replied in various ways to questions inquiring as to (a) whether they would teach again if they could start over, and (b) whether they would encourage a son to go into teaching, and (c) whether they would encourage a daughter	142

62	Percentage of those who are or are not thinking of leaving teaching who assigned various ratings of liking for first and current position	144
63	Percentage of those who are or are not considering leaving the teaching profession who (a) indicated various types of high school-college-first job sequences, and (b) reported various types of vocational plans, appeals and aspirations when in college	146
64	Percentage of those who are or are not considering leaving the teaching profession who gave various reasons for taking their first jobs and their current positions	147
65	Percentage of those who are or are not considering leaving the teaching profession who teach in various types of schools and who teach various subjects	148
66	Percentage of subjects who are or are not considering leaving teaching who work and/or study formally during the summer and school year	149
67	Percentage of those who are or are not considering leaving the teaching profession who reported having achieved or not achieved in their profession and various ways in which they have achieved	150
68	Percentage of those who are or are not considering leaving the teaching profession who indicated various ways in which they had failed to achieve, why they had failed, and what they would have done differently with respect to their careers	151
69	Percentage of those who have never thought seriously of leaving teaching and those who currently are who gave various responses to questions regarding (a) what they would like to be doing 10 years hence, (b) why, (c) what doing to prepare for this, and (d) plans for change	152
70	Percentage of those who are or are not considering leaving the teaching profession who gave selected answers to questions relating to (a) the most satisfying aspect of teaching, (b) other sources of satisfaction in teaching, and (c) what was liked about current position	154
71	Percentage of subjects who had never seriously considered leaving the teaching profession and those who currently are thinking of leaving who gave various reasons as to what caused them to think about leaving	155

PRECEDING PAGE MISSING

81	Contrasts between those who planned to go into teaching when in college and those who did not, with respect to sense of achievement, ways in which succeeded or failed, and reasons for failure	172
82	Percentage of subjects who had planned or not planned to go into teaching when in college who gave various responses indicating sources of satisfaction in the reading field <u>in general</u> , and in the <u>present position</u>	174
83	Percentage of subjects who had planned or not planned to go into teaching when in college who gave various responses indicating sources of frustration and dissatisfaction in the profession of teaching in general, and in their particular position	175
84	Occupational satisfaction of the teacher sample as reflected in their answers to questions regarding their general satisfaction with their career, and the degree of permanence expected, together with mean ratings of occupational and job satisfaction of the several groups	179
85	Mean scores of the teacher sample on the various need subscales of the Edward PPS, and the mean rating assigned by them to the potential of public school teaching to satisfy or frustrate people high in the various needs	182
86	Distribution of ratings with respect to the need satisfaction potential of the teaching profession in the instance of need for achievement, exhibition and change	183
87	Correlations between measured needs, ratings as to the potential of teaching to satisfy people high in various needs, and ratings of satisfaction with occupation	185
88	Means and analysis of variance results (Fs) showing the relationship between needs and perceptions, on one hand, and attitude toward career and expected permanence of career on the other. (Note: For meaning of the groups, see Table 85)	187
89	Percentage of the high and low occupational satisfaction groups whose rating of the need-satisfaction-potential of the occupation was approximately equal to or greater than their need strength (Discrepancy scores of 0 or $\frac{1}{2}$)	190

I

INTRODUCTION: PURPOSES, BACKGROUND, SUBJECTS AND PROCEDURE

In a previous investigation (Kuhlen and Dipboye, 1959) evidence was obtained bearing on the role of personality and motivational variables in the choice of elementary and secondary school teaching as a career. The present report presents the findings of a second investigation designed to describe the pattern of adult careers in public school teaching and to reveal the nature of the satisfactions and frustrations encountered during the course of the career. In addition, one phase of the present study was designed to investigate the relation between the psychological needs of individual teachers, their perceptions of the degree to which those needs might be satisfied in the teaching profession, and their general satisfaction with their careers and their occupation.

Motivational Variables in Career Development

During the past 15 years, motivational concepts have played an increasingly important role among the explanatory concepts utilized by psychologists. Coincident with this emphasis in psychology in general, those interested in the field of counseling guidance and in research in career choice and career development, have increasingly utilized motivational concepts in their speculations regarding the psychology of work and career. This emphasis upon personality and motivational variables is clearly evident in recent volumes which have summarized current research and/or contained theoretical considerations regarding the process of choice and the course of careers. Notable among such summaries are those by Darley and Hagenah (1955), by Roe (1956), by Super (1957), and by Strong (1955).

Although not writing with special reference to career development, Charlotte Buhler (1933) has made perhaps the greatest contribution to the interpretation of career in motivational terms. In an extensive biographical study published in the early 1930's, she proposed that the life span could be viewed as falling into five major segments: (a) a period of early development and expansion, (b) a transitional exploratory period, (c) a period of culmination, the adult "prime," (d) a second transitional period, and finally (e) a period of decline and retrospect. The second of these periods is of course late adolescence, and the fourth which began around 48 in her study is a second transitional period when progress in life thus far is evaluated with respect to goals, and any readjustments (greater motivation, change of goals) are undertaken, often with much stress. In a later paper (1951), Buhler examined major motivational trends during the

adult years and emphasized the "need for expansion" (need for attaining and maintaining a significant role in life, however one defines that role, the need for achievement, the need for a sense of on-goingness) as perhaps the major life motive. Occupation and marriage and family were viewed as the basic avenues by means of which this need for expansion is satisfied. Kuhlen (1956, 1959) has utilized this particular conceptualization of the adult life span as a means of explaining shifts in a variety of goals and interests during the adult years, and Super (1957) has featured Buhler's five-stage conception of the life span in his The Psychology of Careers.

In the previous report, Kuhlen and Dipboye (1959), following in the path of recent writings, argued that a young person will choose that occupation which he consciously or unconsciously perceives as offering the potential of satisfying his particular pattern of needs. A reasonable extension of this argument is that a person's career may be described in terms of the motivations which give it direction, and his general satisfaction with his occupation or career may be viewed as a product of the degree to which his psychological needs are satisfied in the career which he has selected. The relationship between personal needs and the potential of the occupational environment for satisfying those needs will presumably change with age, and with progress during the career. It would be expected that an individual's expressed satisfactions and dissatisfactions with his occupation will reflect needs that are being satisfied or sources of frustration of needs.

Except through a rare stroke of good fortune, one does not fall immediately into an occupational niche which provides full opportunity for the satisfaction of his needs. Rather, one selects an occupation which appears to have potential for satisfying needs, and then one persists in that occupation, or changes jobs and even occupation, seeking to achieve that position or status which will be satisfying. Accordingly, the course of a career may be conceptualized as reflecting the long-term efforts of an individual to effect a reasonable relationship between his motivations and the potential of his occupational environment for satisfying those motivations.

A number of considerations lead to the expectation that the period of mid-career may be fraught with substantial disturbance and occupational dissatisfaction growing out of frustration of basic career drives. The first factor is the time variable. Changing time perspectives probably result in an awareness in the late 30's or early 40's that time is finite and, if major life goals are to be accomplished, that they must be accomplished now. The future is limited; in fact, the future is now. Thus a certain urgency may arise regarding adjustment in major spheres of life, e.g., in occupation and in marriage, an urgency to achieve a satisfying circumstance before it is too late. As a consequence frustrations and dissatisfactions encountered in work, or in marriage, may be magnified. A second set of factors are those

developments which reduce mobility and restrict the individual's freedom to make constructive adjustments to the frustrating circumstances he is encountering. Investment of time and money in vocational preparation and advancement (or seniority) in job, for example, result in strong commitments to a particular occupation; marriage and children increase responsibilities and make greater demands on time and economic resources; biases against employment of older individuals reduces opportunity. Under these conditions a middle-aged or older person (particularly a male) often must remain in an unpleasant threatening situation from which a younger man without family responsibilities could easily move.

It would be anticipated, in part because of the circumstances just described, that during the course of a career an individual will tend to make certain adaptations to reality. Even though the career may not be what he wanted, even though basic dissatisfactions may persist, an individual may in effect push these matters aside and achieve a reasonably satisfactory adjustment to the limitations of the situation in which he finds himself and in which he must remain. The individual thus may appear on direct inquiry to be reasonably well adjusted and reasonably happy. But his basic dissatisfaction may nonetheless be revealed if he were queried regarding recommendations that he might make for his children, or if he were asked what he himself would do if he could start over. In one instance (questions regarding actual present adjustment) he might appear to be quite well adjusted and happy, whereas in response to other questions (questions which enable him to break away from the realities of the situation) basic dissatisfaction may show itself.

As suggested earlier, it may be hypothesized that an individual will tend to select that occupation which offers greatest potential for the satisfaction of his needs. Accordingly, it would be anticipated that the basic sources of satisfaction to be found in an occupation will reflect those needs which led to the choice. Similarly, basic dissatisfactions will reflect those conditions which frustrate the satisfaction of those needs. According to our previous study (Kuhlen and Dipboye, 1959), prior to entrance into the occupation, prospective teachers are not particularly high in achievement needs, but are high in nurturance needs compared to those going into other occupations. Thus, we would expect that teachers' basic sources of satisfaction will be found in working with children and with the outcomes that they perceive as a result of such work. Since teachers appear to be essentially "people-oriented," rather than "thing-oriented" or "achievement-oriented," it would be expected that basic satisfactions will be derived from interactions with people, whether pupils or colleagues, and will not particularly reflect needs for advancement or needs for financial success. Nor would the frustrating circumstances particularly highlight the latter; instead, one would expect that basic frustrations will be those that interfere with satisfaction of nurturance and affiliation needs.

An important limitation must be specified regarding the degree to which motivational variables will be reflected in the sources of satisfaction and frustration reported by people in their careers, or in evidences of disturbances during the course of their careers. That limitation involves the degree to which an individual or a particular group of individuals perceive occupation as a basic source of satisfaction. In the previous report, Kuhlen and Dipboye argued that the concept of "career saliency" is particularly important. If important in career choice, this concept is likely even more important in adult career. It may be hypothesized that the significance of motivational patterns in the determination of career trends and sources of satisfaction and frustration will depend very much upon the degree to which the individual sees his occupation as an important source of satisfaction. In the previous investigation, evidence was marshalled to the effect that careers had relatively lower saliency for teachers than for people in other professions. Accordingly, it might very well be anticipated that expected differences among the group studied will not be as sharp, and hence not as reliable statistically, as they might be in other occupational groups for whom career has greater saliency.

The foregoing paragraphs will likely serve sufficiently to define the point of view underlying the present study as to give meaning to similarities and differences to be reported in later sections, even where specific hypotheses do not direct attention to particular similarities or differences.

The Purposes and Hypotheses of the Study

The first and major phase of the study was largely descriptive in character. An effort was made to describe the pattern of job changes that characterize teaching careers, and to identify those aspects of the teaching situation which gave most personal satisfaction as well as the conditions which cause greatest frustration. In both instances, attention particularly was directed toward satisfaction or frustration of such needs as achievement, nurturance, autonomy, and affiliation, and toward the degree to which subjects were generally satisfied with their occupations and felt that they had achieved their goals thus far in their careers. Occupationally related activities, as gainful employment beyond the regular job and career related study, were also investigated. In all instances sex, age, and marital status differences in the data were a matter of prime interest.

It was initially intended to compare individuals who had left the teaching profession with those who remained, but this did not prove feasible because of the time and expense required to locate and interview a sufficiently sizable sample of individuals who had left. Instead, analyses were undertaken to reveal differences between those individuals who

were currently in the teaching profession but were considering leaving, and between those who gave evidence of being satisfied with their occupation and those who seemed dissatisfied.

It had also been intended to compare the later careers of those individuals who had, when in college, different aspirations regarding their occupational future. It did not prove feasible to group individuals according to specific aspiration, but it did seem reasonable to classify the subjects according to whether or not they planned to go into teaching when they were in college, planned to go into some other definite field, or actually had no plans when they were in college. Though to be sure, these classifications are crude and probably contain a heterogeneous sample within themselves, they did seem to represent meaningful groups according to which the data might be analyzed.

Although the study was essentially descriptive, its direction (i.e., the questions asked and the analysis of data) was largely determined by certain general hypotheses generated by the interpretation of career variables set forth above. Perhaps it should be noted at this point that when the present study was planned, previous research by the writer (Kuhlen and Johnson, 1952) had led to the expectation that careers of teachers would be fairly clearly marked by age trends reflecting motivational changes. However, our more recent study (Kuhlen and Dipboye, 1959) suggested that this might not be so, since prospective teachers were more interested in "doing a good job" or in "being a good teacher" than in long-term advancement. Thus even before the present data were analyzed the possibility was entertained that the general hypotheses might not be supported, that expected differences between age, sex, and marital status groups might in fact be minimal or nonexistent. If such differences are minimal, this finding would seem to give additional support to the view that teachers are not career minded in the sense that they anticipate notable advancement as time passes.

- I. Hypotheses related to sources of satisfaction and dissatisfaction, to career trends, to sex and marital status differences.

If people select those occupations which offer the potential of satisfying their particular psychological needs, then presumably those same needs will be reflected in the sources of career satisfaction later specified by those individuals. Those who become teachers may be expected to find basic satisfaction in opportunities to help children and to be with and work with children and congenial peers. They would find satisfying also those conditions which make these ends possible, including a sense of competence in themselves. It would be expected, too, that they would identify as sources of frustration those conditions that handicap them in their efforts to satisfy their nurturance (or helping)

needs, including characteristics of the children themselves. Despite popular opinion to the effect that low salaries are a source of much dissatisfaction to teachers or that they are unhappy about lack of promotion or advancement opportunities, it was predicted that these issues would not loom high in the responses of teachers, at least not in the "open-ended" aspects of the interview. The reason for this prediction is that our previous study suggested that these attributes or products of a career are not as highly valued by the types of people who become teachers as they are in the popular mind. This expectation does not, of course, preclude the possibility that there may be age, sex, and other differences within our study with respect to such matters.

Seemingly obvious differences in American society between the sexes, and between married and single women, in the importance of occupation as a significant role led directly to the expectation that there would be rather pronounced differences in the data between men and women and between those in different marital status roles. Men typically are more career oriented and have domestic financial responsibilities. Consequently, we would anticipate greater concern with financial and advancement opportunities. Since single women do not have available to them the satisfactions to be found in marriage and family, it would be expected that they would resemble men in being more career oriented, and thus that their reactions to their careers would be somewhat more similar to that of males than married women.

The major hypothesis relating to age differences grew out of the considerations outlined earlier, and led to the prediction that those individuals who are in mid-career will show evidences of dissatisfaction to a greater degree than those younger or older. However, because individuals tend to become "locked in" their occupation, it was anticipated that their frustration would be evident in responses to general questions having to do with satisfaction or dissatisfaction, and to questions asking for sources of frustration, especially those related to advancement or sense of achievement, but would not be reflected in actual change of job or in specific plans to change.

Beyond this hypothesis, it was expected that dissatisfaction with financial rewards and advancement opportunities (though generally low in the total sample) would be greatest at the younger ages for men, --- at those ages where beginning salaries and family demands combine to cause financial pressures, and when occupational advancement more frequently occurs and hence would be expected. It was anticipated, further, that older individuals would be better satisfied with their occupation than those younger, partly because of the mere fact that they had persisted in rather than left the profession as would the more dissatisfied, partly because they had carved out a more satisfying niche for themselves and agewise had gotten beyond the financial demands of young

adulthood and middle age, and partly because (in some instances, at least) they had resolved discrepancies between aspiration and actual achievement and were better adjusted occupationally as a result. These reasons, and the expectations, relate to personal adjustment only. It is probable that recollections of dissatisfactions that had been "outgrown," or resolved, or "submerged," might reveal themselves in an increased tendency to reject the profession as a possibility "if they could start over" or refuse to recommend it as a satisfactory career for "a son" or "a daughter."

Age differences of the types here mentioned would be expected to be more pronounced in data for men, since career is likely a more significant role for them, next most pronounced among single women, and possibly absent in the case of married women.

II. Hypotheses relating to those with differing expectations when in college.

As already noted, it did not prove feasible, because of limitations of numbers of cases, to establish subgroups based upon particular aspirations held when in college. However, it was possible to classify subjects according to whether or not they had planned to go into teaching when in college, had plans to go into other definite occupations, or had no plans at all. It was anticipated that these different orientations at outset of career would merit special consideration. A number of hypotheses were entertained.

It was expected, for example, that those who planned to go into teaching when they were in college would be individuals who at that early date anticipated greater intrinsic satisfaction from their careers. This hypothesis was based in part on the finding of another study (Case, 1954) which suggested that those individuals who had a "crystallized vocational choice" were more likely to be intrinsically interested in their occupation. Accordingly, we would anticipate that their career early aspirations would more frequently emphasize satisfaction of nurturance needs, or satisfaction derived from other types of activities intrinsic to the occupation. Similarly, we would expect that their answers to questions regarding present sources of satisfaction in career would more likely emphasize nurturance needs reliably more frequently than would be the case in the other two groups.

However, it was expected that generally speaking there would be a greater difference between those who planned to go into teaching when they were in college and those who had definite other plans than between those who planned to go into teaching and those who had no plans when in college. This expectation was based on the fact that those who had no plans when in college were, like prospective teachers, relatively free from career development ambitions. Thus, they would be less likely to emphasize matters of money and advancement,

and more likely to emphasize intrinsic satisfactions. On the other hand, those who had other plans when in college and ended up as teachers were more likely to have become teachers because of blocks to achievement of other objectives, rather than simply because of relatively low motivation or specific attraction to teaching. Presumably, they would evidence greater dissatisfaction with their occupation, have a sense of having failed to achieve thus far, and report dissatisfaction due particularly to failure to advance in position or salary. Presumably, too, they would have changed jobs more often.

III. Hypotheses involving those who are considering leaving the teaching profession.

It was hypothesized, in the first place, that those individuals who were dissatisfied with the teaching profession to the degree that they were currently considering leaving the profession would be individuals who were interested more in advancement and in money than in the intrinsic satisfactions involving nurturance and affiliation needs to be obtained from activities in teaching.

It was expected that not only would these trends be evident in aspirations reported as being present when our subjects were in college, but would also be evident in their reports regarding present frustrations and satisfactions. It was expected that not only would those individuals who were considering leaving teaching be more generally frustrated (i.e., more frequently report all types of frustrations, and less frequently report all types of satisfactions), but that their dissatisfaction would be particularly evident in areas where teaching is not particularly rewarding, i.e., with respect to advancement and financial return.

IV. Hypotheses related to correlates of job satisfaction.

Since various indices of job satisfaction presumably would be (and were) related to whether or not the individual was currently considering leaving the teaching profession, the expectations noted in the previous paragraph would hold in these analyses also. Individuals dissatisfied with teaching would less frequently mention nurturance need "satisfiers" as sources of satisfaction, and more frequently mention low salaries and lack of advancement as sources of dissatisfaction.

V. Hypotheses tested in the phase of the study involving actual measurement of needs and rating of job satisfaction.

As noted briefly in the introductory paragraph to this section, one sample of teachers were administered certain tests designed to measure psychological needs, were asked to rate on a specially devised instrument the degree to which they thought the teaching profession was capable of satisfying

particular needs, and were asked to provide a rating of their satisfaction with occupation and with their particular position. Whereas the major phase of the study was descriptive and the hypotheses tested were at best general, the present phase of the research was designed to test two fairly specific hypotheses.

The first hypothesis states that satisfaction with an occupation is a function of the degree of congruence between the individual's needs and his perception of the potential of the occupation for satisfying those needs. It was expected that this would hold across an array of needs (when summed), but would be especially evident in occupationally relevant needs, the best example of which is perhaps achievement motivation.

A limitation upon the hypothesis just described constitutes the second hypothesis, namely, that the foregoing would be true to the degree that individuals or groups perceive occupation as an important source of basic need satisfaction, i.e., especially those for whom career has high saliency. More specifically, it was predicted that the relationships hypothesized in the previous paragraph would be more evident among men than among women, since the latter represent a group for whom career likely has less "saliency."

In addition to testing the foregoing hypotheses, this phase of the study was planned to yield certain descriptive data regarding the psychological needs of teachers and their perceptions of their occupation, the latter with special reference to the potential of the occupation for satisfying needs.

The Subjects

A total of 649 subjects were interviewed in the first phase of the study and an additional 323 were tested in a second phase. Of the latter group 203 entered into the analyses to be reported. The interview sample which provided the bulk of the data to be reported, will be described at this point.

The subjects in the first and major phase of the study were drawn mainly from urban junior and senior high schools in central New York areas. They numbered 167 single women, 216 married women, and 266 married men. Single men are not represented frequently enough in the teaching profession (or any other single profession) to warrant inclusion as a separate category and were excluded from the analysis. Table 1 gives a breakdown of the age distribution of the sample by semi-decades. Since the numbers are relatively small in the individual cells of this table, they were combined so as to comprise three age groups of 15 years span each: ages 20-34, 35-49, and 50-65+. The N's in these respective groups, on the basis of which age analyses were

Table 1. Age distribution of sample by semi-decades and by the age groups utilized in the age trend analyses of the present report.

Age Groups	Single Women	Married Women	Married Men
20 - 24	36	28	5
25 - 29	13	23	52
30 - 34	12	11	60
N, 20 - 34	61	62	117
35 - 39	6	16	29
40 - 44	2	15	16
45 - 49	13	33	16
N, 35 - 49	21	64	61
50 - 54	24	41	20
55 - 59	25	28	28
60 - 64	25	14	19
65 +	11	7	21
N, 50 - 65+	85	90	88
Total N	167	216	266

made, were as follows: Single women, 61, 21, 85; Married women, 62, 64, 90; Married men, 117, 61, 88. Particularly noticeable here is the relatively few single women in the middle age category.* This is difficult to explain, unless they were not well represented in the schools from which the sample was obtained, since only an occasional teacher refused to be interviewed when requested.

It had been hoped at the outset that enough subjects would be obtained to permit grouping by semi-decade or by decade, but this did not prove possible. Instead, as noted above, three age groups representing early, middle, and late careers were employed. Such grouping does, nonetheless, permit identification of age trends, and also permits identification of possible disturbances in mid-career due to the types of variables described earlier.

The study was limited to teachers in junior and senior high schools because of the desire to include married men as a separate category, and men are not well represented in faculties of elementary schools. Cooperation was excellent. Superintendents and principals readily granted permission to interview teachers, informed the teachers of the study, and provided space for interviewing. When called for appointments, teachers were, with rare exceptions, cooperative in granting the interview and during the course of the interview.

Table 2 provides information regarding the types of schools from which various subgroups of the sample were drawn as well as school subjects taught by those interviewed.

Procedure

As noted above, the basic data of the study were obtained by interview. (However, Section VII of this report involves information collected by written questionnaire and a standardized test.) The interview sought to elicit information about the course of individual work careers and about satisfaction and dissatisfaction with particular positions and the occupation in general.

Questions asked were mainly of the open-ended type. One merit of the interview approach is that it permits control over the structuring of the questions, since the subject is unable to look ahead (as in a questionnaire) with the result that later questions may structure earlier questions. Since the interview was aimed mainly at obtaining evidence regarding sources of frustration and satisfaction, it contained

*In view of the small sample of middle-aged single women, it was planned to attempt to expand this group by means of mailed questionnaire. Since this would have required essentially a repetition of the entire study, in order that data would be comparable age for age, and particularly since none of the middle-aged groups were unusual compared to those younger or older, this extension of the data was abandoned.

Table 2. Percentage distribution of subjects according to type of school and subjects taught.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
Type of School												
Jr. Hi.	31	38	35	26	41	30	32	23	18	34	32	26
Sr. Hi.	36	38	40	32	41	52	37	44	47	38	43	42
El. & Jr. Hi.	5	0	4	8	2	3	3	2	2	4	4	2
Jr. & Sr. Hi.	28	10	14	29	17	13	26	28	30	19	19	27
Subjects Taught:												
English	25	14	25	26	22	28	15	2	6	23	25	9
Soc. Stud.	10	19	13	10	11	11	17	15	16	13	11	16
For. Lang.	2	14	12	2	2	6	1	0	5	8	3	2
Sci.-Math.	18	19	14	13	20	19	26	31	22	16	18	26
Bus., Com.	8	5	6	5	11	9	3	5	9	7	8	5
Shop, Indus.	0	0	1	0	0	0	11	13	23	1	0	15
Phys. Ed., Coach.	11	0	6	11	5	4	12	15	11	7	6	12
Mus.-Art-Drama	10	10	9	6	14	7	11	13	6	10	9	10
Home Ec.-Ag.	18	5	9	15	8	10	0	0	0	8	11	0
Eng.-Soc.Stud.Core	8	10	2	10	5	2	3	0	1	5	5	2
Other	0	5	2	3	3	4	2	7	2	2	4	3
Number of Subjects	61	21	85	62	64	90	117	61	88	167	216	266

questions that approached this matter from several angles: What is liked or disliked about present position? What are the main satisfactions and frustrations experienced in teaching in general, quite aside from the particular position? What recommendations can be made to improve the profession? Why would you (or would you not) recommend that a son or daughter go into teaching? It will be noted later that one line of questioning will elicit responses not brought to light by another.

At the conclusion of the interview, questions were asked directly regarding opportunities for advancement, adequacy of pay, the status of teaching as a profession and the social status of teachers, parent-teacher interactions. Unfortunately, time was often drawing to a close by the time this phase of the interview was reached, and thus answers of "I don't know" or refusals were more readily accepted (and coded as "no data") in order that all questions might be asked of as many interviewees as possible.

Interviews were conducted in the schools during the teacher's free periods and in a room made available for this purpose. The interview occupied from 90 to 100 minutes, the time available in two periods. Because of scheduling problems, it was necessary to conduct interviews in two separate sessions, usually on successive days. A copy of the interview form is contained in the appendix of this report.

Plan of Analysis

The responses obtained were classified into categories that seemed best to characterize the responses. In line with the purposes of the study, appropriate categories were set up to reflect motivations --- particularly, achievement, nurturance, affiliation, and autonomy needs --- and the nature and source of frustrations experienced. The categories employed are specified in sections of this report dealing with the findings.

The basic data presented in the major portions of the report consist of percentages, indicating the proportion of various age- and other subgroups responding in particular ways. Tables presented in each section of the report indicate the size of the differences necessary for statistical significance. Response category labels in the various tables carry the notations, "(SP)" and "(MP)", to indicate "single punch" and "multiple punch" respectively. In the former instance the percentages listed in all of the categories in the original tabulation total 100, since a given subject would be classified in only one category. "Multiple punch" means that a given subject's responses might be classified in several categories, and thus that the total of the percentages would be more than 100. The latter tabulations permit comparisons across sex and age groups, and from one

major grouping of subjects to another with respect to the same category. However, since the responses classified in different categories were often from the same person, comparisons across categories must be made with caution.

The report does not contain data for all categories of responses. In the sections dealing with age trends the facts are presented only for those comparisons where at least one of the cells had enough tallies to constitute 15 per cent of that subgroup, or when at least 10 per cent of the total of one of the sex-marital status groups (i.e., all single women, all married women, all married men) responded in a particular way. Occasionally, when desirable to permit a special comparison other data are presented even though frequencies did not reach the above levels. In other sections of the report, categories are present in tables if as many as 10 per cent of any one subgroup responded in that way. In examining the data, the reader may be interested not only in those response categories that appear in the tables, but in those that fail to appear because of the infrequency of those particular responses.

Sampling Problems in Cross-Sectional Research

A major problem in any cross-sectional sample study of career development involves the matter of selection at the time of entrance to the profession, and exit from the profession. The older subjects in our sample (50 years of age and over) entered their adult years in 1930 or before, while many of those in the middle group (age 35-49) entered during the depression years of the thirties and early forties when jobs were difficult to obtain and economic security was likely an important goal. In contrast those below 35 have entered teaching at a time in economic history when work opportunities were plentiful. It is to be expected that the types of people choosing an occupation such as public school teaching will vary under these various conditions, and that these differences will be reflected in the occupational attitudes of various age groups within a given profession.

Similarly age groups will vary because of selective leaving of the occupation. Individuals who are sufficiently dissatisfied move to presumably greener pastures, with the result that those who survive to the older age brackets are either those who experienced greatest satisfaction during the course of their careers, or (possibly) those with greatest security needs which prevent them from venturing into other fields, even though unhappy in the present endeavor. But, perhaps even more important in a study of teaching, is that those who strongly desire and achieve advancement move out of the field, e.g., into administration. Those who remain into older ages may be those who do not desire advancement or who were unable to attain it.

Also, in a cross-sectional investigation, done in a particular context (e.g., urban) there may be selective sampling at certain ages because of geographic variables that may influence careers. Thus if beginning teachers typically find employment in rural and village schools those young teachers who are represented in urban samples may be in some ways atypical. And conceivably, though probably less likely, there may be selective leaving of urban positions in the older ages on the part of people who do not leave the profession.

These deficiencies of cross-sectional investigations are not easily remedied. They are specified here so that readers may use appropriate caution in interpreting results. It is perhaps worth noting that while cross-sectional studies have certain deficiencies, longitudinal studies of career or other aspects of development also pose problems, though of a different sort. Thus in a longitudinal study the sample may report special satisfaction or dissatisfaction when at a particular age not because of the stage of career itself but because of the economic circumstances then present. If a longitudinal sample approached retirement at a time of extreme inflation, for example, the later years of a career may be evidenced by dissatisfaction generated by the inadequacy of a retirement system that was appropriate in less inflated times. Thus in developmental studies covering a wide age range both methods pose problems. Their relative merit varies somewhat with the purpose of the study. The cross-sectional yields better data when the focus of interest is upon current differences between age groups in a particular context; the longitudinal study yields better evidence when interest lies in age changes characterizing individuals and groups. For many purposes, the most valid insights will be those based on data derived from both types of studies.

Limitation of a One Occupation Sample

An important limitation to studies of career development is the expense involved in sampling a variety of occupational groups. It is apparent from previous studies (Kuhlen and Dipboye, 1959; Norton and Kuhlen, 1952) that marked contrasts exist between those selecting and moving into different occupations. Data such as those contained in the present report take on meaning largely to the degree they are seen in comparison to similar findings from other populations. As suggested in the introductory section, it is probable that teachers represent a group for whom occupation has relatively low "saliency," i.e., their occupation is not perceived by them as being an especially important source of satisfaction. It is possible, nonetheless, to make certain observations relative to this matter by comparing within a single occupation men with women, and those who are dissatisfied with those who are satisfied. Although such comparisons provide a basis for some insights, they do not overcome the basic limitations of a study devoted to a single occupational group.

II

CAREER PATTERNS, SENSE OF ACHIEVEMENT, FUTURE PLANS

This first section dealing with findings relates to the course of the work life. What were the vocational plans of the teachers interviewed when they were in college? What were their aspirations? To what degree are different segments of teachers' careers characterized by changing of jobs, by trial in other occupation, by time out for marriage and maternity? To what degree do teachers of different ages take on outside work, or continue study? And what about their sense of achievement and plans for the future?

Answers to these questions serve to provide an overall view of teaching careers, but they also provide data bearing rather directly on a number of the issues raised in the introduction. For example, are job changes more frequent in the middle years? While certain considerations related to the achievement (or lack thereof) of career goals would lead to this expectation, other factors (such as increasing family responsibility) would likely counterbalance such a desire. Accordingly it would be expected that job changes would not actually increase, but that the dissatisfaction might be evident in more "thinking" about changing occupation or job. Other data bear on the degree to which careers are viewed by teachers as basic sources of satisfaction. To what degree are teachers career oriented, in the sense of wanting to "get ahead." Or are they more concerned with, and get their basic satisfactions from, being a "good teacher"? That the latter is true, compared to those entering other professions, was suggested in a previous study (Kuhlen and Dipboye, 1959), and, as will be seen, is born out in present findings.

While our interest in the present study is primarily developmental, it was anticipated that some of the age differences might not reflect so much developmental trends as differences in background. It was thought, for example, that the sequence of high school-college-first job would vary substantially depending upon whether or not the age group under consideration had reached young maturity during the depression years of the 1930's.

Before proceeding to the consideration of specific findings, which are presented exclusively as percentages of various groups responding in particular fashions, attention should be called to the magnitude of differences that will ordinarily be reliable. Rather than computing the reliability of individual differences or complicating already crowded tables with reliability notations, general rules are presented in Table 3. These estimates hold for comparisons involving age differences and differences between total sex-marital status groups. Two estimates are given, one each for two different percentages (20% and 40%), since the standard error

CAREER PATTERNS, SENSE OF ACHIEVEMENT, FUTURE PLANS

Table 3. Magnitude of differences between percentages required for specific comparisons for reliability at the .05 and .01 levels of confidence, for comparison involving percentages around 40 and 60 and around 20 or 80 in size (age differences).

Comparison	Magnitude of Difference Required for:			
	.05 Level		.01 Level	
	% about 40 or 60	% about 20 or 80	% about 40 or 60	% about 20 or 80
Single women: age 20-34 vs. 35-49	24	20	32	26
Single women: age 20-34 vs. 50-65+	16	13	21	17
Single women: age 35-49 vs. 50-65+	23	19	30	25
Married women: age 20-34 vs. 35-49	17	14	22	18
Married women: age 20-34 vs. 50-65+	16	13	21	17
Married women: age 35-49 vs. 50-65+	16	13	20	17
Married men: age 20-34 vs. 35-49	15	12	20	16
Married men: age 20-34 vs. 50-65+	13	11	17	14
Married men: age 35-49 vs. 50-65+	16	13	21	17
Single women vs. married women (totals)	9	7	12	10
Single women vs. married men (totals)	9	7	11	9
Married women vs. married men (totals)	8	7	11	9

of a proportion is a function of the size of the proportion as well as the number of cases on which it is based. It will be noted that, except for comparisons involving single middle-aged women where the N is unusually small, differences in the neighborhood of 15 to 17 will be reliable at the .05 level of confidence when age differences are being considered. When differences between total groups are being examined those in the neighborhood of 7 to 9 will be reliable at the .05 level of confidence.

College and Beginning Work

Tables 4 and 5 contain data bearing on college attendance, plans while in college, and beginning work experiences. The main point in the top portion of the first of these tables is that, compared to women, men teachers are less likely to have gone to college directly after high school and are less likely to have gone directly from college into teaching positions. Although comparable data are lacking for other occupations, one might surmise that the relatively slow entry of men into teaching is a product of its "indeterminate" character, i.e., training requirements are sufficiently few that people who are slow in making up their mind about occupation can enter teaching without serious loss of preparation.

A number of questions were asked in the interview regarding the presence of vocational plans while in college, the particular appeal this occupation had, and what the long term aspirations or hopes were at the time the subject was in college. The next table (Table 5) summarizes the responses. It is evident, first, that women teachers were much more likely to have planned going into teaching when in college than was true of men teachers, and further that younger men teachers were more likely to have had teaching plans when in college than older men teachers. The first finding is to be expected, in view of the character of teaching as a "woman's occupation," but interpretation of the latter finding is more difficult. Do we have reflected here economic differences, in the sense that in relatively boom years those men who go into teaching did so because they wanted to whereas older men (more of whom grew up in depression years) did so because other choices were few? Or does the higher proportion of the younger men in our sample who deliberately selected teaching also contain a large proportion who are quite planful regarding their occupations and who will move out of teaching into administrative or other positions in public education, leaving behind a larger proportion of those who did not plan to go into teaching? The latter would be represented in our oldest age sample.

The following categories were utilized for classification of the answers to the questions: "When you were in college what were your long range aspirations or hopes regarding your future? Did you have any notions about what you would like to be doing say 10 years after college? What?"

Table 4. Percentage of subjects (a) who went directly to college after high school, to work, or into service, (b) who went to a four-year non-teachers college, and (c) who went from college directly into teaching or into other activities.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
What after High School?(SP)												
College	90	90	91	97	92	86	50	56	68	90	91	57
Full time work	10	5	8	3	2	8	16	36	27	8	5	24
Military	0	0	0	0	0	0	32	2	3	0	0	16
Where Went to College?(SP)												
4-yr. non-teachers	89	67	69	76	64	63	65	64	69	76	67	66
Normal school	8	28	12	19	23	21	25	24	17	12	21	22
What after College?(SP)												
Teaching	82	52	76	66	57	74	46	49	61	76	68	52
Other work	5	10	8	15	8	9	16	11	22	7	10	17
Advanced study	6	14	4	10	19	2	11	16	4	6	9	10
Military	0	5	0	0	0	0	13	13	1	1	0	9
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "SP" (single punch) means a given subject was classified in only one category. Thus the percentages should add to 100 if all categories are presented in the table. The latter is not always done.

Table 5. Percentage of subjects who reported various types of vocational plans, aspirations, and types of appeals characterizing the occupations of their choice, when they were in college.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
Vocational Plans in College (SP)												
None	16	5	8	14	5	8	11	18	20	10	8	16
Teaching	70	90	81	66	83	75	67	61	42	78	75	57
Other*	14	5	11	20	12	17	22	21	37	14	16	27
College Long-range Plans (MP)												
Career in chosen field	21	48	41	13	39	46	50	44	44	35	34	46
Advancement	5	0	5	6	2	1	28	30	15	4	3	24
Marriage-Family	8	5	5	13	17	14	2	0	1	6	15	1
Marriage-Occupation	57	24	25	61	39	30	7	5	3	36	41	5
Occupational Appeal (MP)												
Satisfaction (Nurturance)	20	10	8	22	17	14	17	16	9	12	18	14
Satisfaction (other than nurturance)	62	71	58	60	69	44	64	59	43	62	56	55
Other influence	38	33	46	40	53	52	40	41	48	41	49	42
N.E.C.	3	5	9	11	5	11	9	6	23	6	9	13
N	61	21	85	62	64	90	117	61	88	167	216	266

*Includes 6 cases of "no data" for males.

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Take first job, get any job.

Career in chosen field: be a (occupation), be a good (occupation), social service job, college teaching (any occupation without indication of advancement plans or desire) (No mention of marriage, see below).

Advancement: indicated in field of choice or through normally related channels - e.g. teacher then advance to guidance or administration; engineer then advance to production manager; or any mention of position not attainable directly upon college graduation or completion of training, e.g., head of department, guidance, administration; or mention of extremely high pay or rapid increase of salary.

To get into field different from that chosen while in college: first choice seems feasible as a starting point for other aspiration, but not through usual channels; or first job is, for any reason, apparently viewed as an expedient.

Be secure: have a steady (stable) job, earn an adequate living.

Non-occupational factors: desired geographical location, "live a good life," travel, volunteer work.

Marriage: marry, family, rear family (no mention of occupation)

Marriage and Occupation: mention of occupation and marriage in same response.

Self improvement: continue study, improve self, improve social skills.

Not Elsewhere Classified: general description of career without specifying nature (e.g., constructive, useful career)

The complete list is given here and for later classifications not only to provide more specific definition of the categories described in the tables, but since only those categories are carried in tables where more than 15 per cent of any single age group responded in a particular way, or where 10 per cent or more of the total sex-marital status groups so responded. Thus the absence of a category from this or later tables indicates that it did not figure very large in the thinking of our subjects, at least as this was described in the interview.

The findings in the center portion of Table 5 having to do with long-range plans serve mainly to emphasize the greater saliency of occupation for men and the relatively secondary character of this role for women. These contrasts are most notable in the total columns of this table where it is seen that reliably more men than women emphasized advancement and career in chosen field in their long-range plans whereas women emphasized marriage. It is interesting to note that younger women, both married and single, emphasized marriage (coupled with occupation) as among their plans while in college much more frequently than did older women. It is difficult to believe that older women were less concerned with marriage when in college; thus, one might conclude that these age differences actually reflect the greater centrality of the marriage role in the current "psychology" of the younger compared to the older woman.

Since the emphasis of this study is upon occupational satisfactions and frustrations, special interest attaches to the particular appeals that the occupation of choice held for our subjects when they were in college. In contrast to the previous question which dealt with general long range plans or aspirations, the specific question now was: "What in particular about this occupation appealed to you before you actually got into it?" The following list describes the categories into which the responses were tabulated:

Financial: Good pay, financial comfort.

Secure, stable job: stay in one place, settle down; a livelihood (with available skills or training); pension plans, group insurance (security type benefits.)

Opportunity for advancement: promotion (advance of position), high pay - opportunity for rapid financial advancement, developing field, expanding opportunities.

Status: respected or respectable job, upward social mobility (re parents), professional occupation.

Intrinsic satisfaction potential of activities per se with special reference nurturance needs: opportunity to teach important skills or subject matter, opportunity to build character, etc., helping people, constructive job.

Intrinsic satisfaction potential of activities per se (other than nurturance): always liked school, school atmosphere, liked subject matter; intellectual activity, stimulating, challenging; dealing with people, young people, associates or colleagues; opportunity to "perform" or "be a ham;" variety, not routine. Enjoyed previous teaching-type experience (e.g. camp counseling).

Benefits not intrinsic to job: i.e., leisure time, vacations, time for other things.

External or situational factors molded or influenced rather than characteristics of job attracting - influence of other people, parents, family tradition, "for college education," friends entering that profession, identification with persons in that occupation, many opportunities in that occupation.

Autonomy opportunity: be own boss, etc.

Not Elsewhere Classified: Had no choice, accidental, glamorous, extra work beyond but related to career. Decided against other career.

In line with the focus of this study, it will be noted that responses were classified so as to reveal relative frequency of reference to such needs as need for advancement (achievement), social status, nurturance, and autonomy. It is interesting to note in the bottom portion of Table 5 that although long-range plans emphasized advancement on the part of some 24 per cent of the males, only one person of the 266 interviewed specified advancement opportunity as one of the appeals of the occupation of his choice (not shown in table). Instead for this group of teachers the emphasis was upon intrinsic satisfactions derived from working in a school or from helping youngsters. Our earlier study (Kuhlen and Dipboye, 1959) suggested that prospective teachers (particularly males) are unusual in this respect (i.e., gain satisfactions from liking for the activity involved) compared to those selecting other occupations. The age trends here are of interest. Older teachers recall less in the way of intrinsic appeal of the occupation and more in the way of various and sundry external influences and miscellaneous factors. Again, this may reflect limitations posed by economic conditions when the older subjects were in college, rather than (for example) differences due to distortions of recall.

What now about first job? It will be recalled that about half of the men, about two-thirds of the married women, and about three-quarters of the single women went directly from college into teaching. The bulk of the remainder were employed full-time in other work, were taking advanced college work, or were in the military service. Of greater interest than the nature of the work itself, are the reasons why our subjects accepted their first position. The latter takes on special meaning when compared with the reasons for taking current position.¹ Both sets of reasons are presented in

¹For a sizable proportion, of course, the first job is also the current job. For the three age groups in order, respectively, percentages of subjects where first and current job are the same are as follows: single women, 46, 10, 7; married women, 34, 2, 4; married men, 22, 6, 4.

Table 6. The following categories were utilized in tabulating the reasons:

Financial considerations: best salary offered, better pay, good pay, potential of good salary, to make money (unspecified), to make money for college, for family needs (parents or siblings), to support self and family (widowed, divorced), to earn supplementary income needed or desired.

Advancement or potential for advancement: to enter advanced position, could get into guidance, administration, school psychologist, had a future there, more future there.

Prestige: being in a large system; system with a good reputation; entered city system direct from training; "teachers had more prestige there;" higher grade; good or better system; prestige.

Opportunity for independence and self-direction (autonomy): opportunity to take responsibility, to "run own show," to be self-directing, own boss, to be independent, run own program or department, use own ideas; set up new program.

Location: any response relating to geographic location and its physical and/or social environment; convenient to ---, could live home; easy to commute; location provided opportunities such as to be near home, friends, university (for culture, self-improvement, part-time work); responses descriptive of town --- liked geographic location, size, nature of community, familiar system, went to school there, near a city; recreation, social, cultural advantages of the place; husband moved to new location.

Characteristics relating to nature of job and work activities: offered opportunity to teach particular subject or age group; liked the work; in area of interest, ability, and training; more (or simply) interesting, challenging, stimulating work; only job in desired age or subject range.

Characteristics of school, organization or company setting: liked school or company; good facilities, materials, building; liked administration; associates; good place to work.

Security: more stable job, could get tenure, regular job instead of substituting, not likely to be moved or to lose job.

Accepted first and/or only job or teaching offer: few jobs available, only job available, depression, etc.; first job offered.

Table 6. Reasons reported for taking the particular position over other positions, by percentages for age, sex, and marital status groups.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
Why this Position												
First? (MP)												
Financial	11	14	15	8	19	18	28	21	19	14	15	23
Advancement potential	3	0	0	2	2	0	6	5	3	1	1	5
Location	70	19	41	61	31	41	35	20	17	49	44	25
Characteristics of Job	11	5	8	16	5	6	13	8	16	9	9	12
Characteristics of school	13	0	5	11	5	1	3	2	3	7	5	3
First or only offer	13	43	27	8	51	27	14	37	15	24	28	19
Lack of motivation, "a job"	11	10	10	6	9	12	22	20	23	11	10	21
Why Current Position? (MP)												
Financial	16	10	10	16	20	6	20	26	18	12	13	21
Advancement potential	5	5	2	2	2	2	10	11	12	3	2	11
Location	70	52	35	48	26	20	48	44	19	50	30	38
Characteristics of Job	26	10	15	11	23	14	17	16	16	18	16	16
Characteristics of school	16	0	6	18	11	4	11	6	10	9	10	10
First or only offer	5	0	1	10	0	2	7	6	0	2	4	4
Lack of motivation, "a job"	5	10	1	5	12	8	7	2	3	3	9	4
N	61	21	85	62	64	90	117	61	88	167	216	266

Notes: "MP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Reasons suggesting lack of motivation: interim temporary job; didn't know what wanted to do; to get away from previous job (wanted to try another system); felt obliged to use his education; job offered or available, no other reason given; stop gap, earn money for interim or for college (also coded here as well as above).

For between a fifth and a quarter of the respondents the first position was reported to have been taken because it was the first or the only offer received. But it is interesting to note that high on the list of factors mentioned is that of location, a matter that seems especially important for younger individuals and for women compared to men. Men placed greater emphasis upon financial considerations than did women as far as their first job was concerned, but also gave evidence of more frequently accepting a position for reasons other than clear job motivation. It is noteworthy that potentiality of advancement entered only infrequently into decisions to take either the first job or the current position.

In total, then, the vocational plans and aspirations of our subjects when they were in college, as these were recalled and reported at the time of interview, emphasize that as a group they were much more interested in the intrinsic satisfactions derived from the work activity than they were with the career possibilities as this is reflected in desire for salary increase or advancement in position. Especially for the men, and particularly the older men, the indications are that entrance into the teaching profession is not as direct nor as planned as in the case of women, nor (probably) when compared with other men entering other professions. This latter point is speculative within the limits of the present study, but seems reasonable when the present data are considered in conjunction with facts previously reported as to why college students choose various occupations. Thus, there is reason to believe that male teachers are less interested in career, as such, than are other men, and that women teachers as a group view marriage as their primary role. If this inference is valid, it may explain why age and sex differences appeared with much less frequency than was expected among the data to be reported in subsequent pages.

Career Trends

It was originally intended to analyze in detail the reactions of each subject to each successive position that he occupied. It was thought that something of the ups and downs of careers might thus be plotted, together with the reasons for these fluctuations. However, the task proved to be too complicated, and the findings of doubtful validity because of differences in the length of recall, as well as inability to pinpoint chronologically the positive or negative features attributed to a position that may have lasted, for example,

for ten or more years. Instead a simple tabulation was made of the frequency of job changes at various ages and the relative proportion of people who withdrew from teaching temporarily.

The procedure employed was to chart for each individual the course of his career, plotting the span covered by each position, the ages when positions were changed, and the nature of the work. For purposes of this analysis, an individual's work history was considered to have begun at the beginning of the first full semi-decade after the beginning of full time work and to have concluded at the end of the last full semi-decade of the history. Thus, for each semi-decade records where full five-year histories were available were examined to determine whether or not the particular segment of the career represented continuous employment without interruption, involved a change of job, a period of time spent in work other than teaching, a period of time during which a subject had withdrawn from teaching for marriage or maternity. The figures in Table 7 do not distinguish between the individual who changed jobs only once or more than once during the semi-decade, nor between the person who was in some line of work other than teaching for the entire semi-decade or for only a fraction of it, or between the woman who was out of teaching for the entire semi-decade because of marriage or pregnancy or was out only a portion of the time. In fact, it would be possible for a married woman to be counted as out of teaching for pregnancy, in some other type of work, and as having changed jobs, all in the same semi-decade. Under these circumstances, of course, combinations of figures in the table (such as per cent continuously employed and per cent who changed jobs) may or may not total to 100.

Three observations may be made regarding the data in the table. First, there is a steady increase with age in job stability. In the data for men there is a slight suggestion that there may be an increase in job changes during the 50's, but the percentages are based on such a small number of histories at these ages that one cannot attribute them to other than chance factors. But the point would be worth checking in other studies. Many of the men have retired here action resulting from dissatisfaction with present position, but action that is possible at an age now that children have grown up, a condition which permits greater occupational mobility. A second point concerns the large proportion of men who have had non-teaching experience. During their early 20's, two-thirds had worked full time in occupations other than teaching, and a third had done so in their late 20's. Third, a substantial number of women start teaching, then disrupt their teaching career for marriage and/or maternity. In the early 30's almost 50 per cent of those who had earlier begun teaching careers and later resumed them were out of teaching.

Closely related to the career trend in teaching is the utilization of hours other than those spent on the regular

Table 7. Percentage of subjects whose careers were characterized by stability, by change of job, by work other than teaching, and by absence for marriage and/or maternity, during each 5-year period.

	Age									
	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69
Continuous Employment as Teacher, Same Position:										
Married Men	9	20	48	69	83	91	89	85	100	100
Married Women	15	18	28	36	50	66	74	80	100	100
Single Women	19	36	65	72	87	88	94	98	85	100
Changed Jobs:										
Married Men	87	80	52	28	16	8	11	13	0	0
Married Women	84	73	46	44	34	28	24	20	0	0
Single Women	79	64	34	26	13	11	6	2	15	0
In Other Type of Work:										
Married Men	68	36	18	8	2	0	3	2	0	0
Married Women	21	11	7	7	2	2	3	0	0	0
Single Women	7	13	7	5	3	2	2	2	8	0
Out for Marriage or Maternity:										
Married Men	0	0	0	0	0	0	0	0	0	0
Married Women	27	38	47	40	23	14	5	4	0	0
Single Women	0	0	0	0	0	0	0	0	0	0
Number of Histories*										
Married Men	77	197	159	122	109	93	71	46	21	4
Married Women	67	144	147	133	122	99	72	46	21	4
Single Women	43	111	100	94	93	88	64	40	13	1

*For purposes of this analysis, a history was considered to have begun at the beginning of the first full semi-decade after beginning of full time work and to have ended at the end of the last full semi-decade of the history. Thus, a person who began working at age 28, with no previous employment record, would not be counted in calculations dealing with the 20-24 or 25-29 age periods; and a person now at age 67 would not be counted in that semi-decade, but would be included in the 60-64 semi-decade.

job, e.g., after school during the school year, and during summers. Relevant facts are presented in Table 8. Particularly notable, when subjects are queried as to how they had spent the last summer, are the proportions working for extra income and those going to summer school. About half the men and a fifth of the women worked during the summer. About 65 per cent of men under 50 worked in the summer compared to 41 per cent of those over 50; older men taught high school about as frequently as did those younger but participated to a lesser degree in non-teaching activities.

About a tenth of the women and about half the men worked during the year. For men the most frequent types of work were teaching in evening high school (18 per cent so employed) and doing professional work related to their teaching activities (13 per cent), but the range included unskilled labor as well. General economic need was the reason most frequently given for summer work and extra work during the year (not shown in table).

About a sixth of the total population interviewed had attended summer school in the summer just past, an activity much more common among the younger group than among the older. Young single women were particularly likely to be found in summer school, and probably for a variety of reasons. Being unmarried they have greater freedom to attend, and attendance would likely enhance opportunities for either marriage or career development.

Overall, about the same proportion of individuals are taking courses during the school year, as had attended summer school the previous summer. Again, younger people attend more frequently than do older. Table 8 also contains the reasons the subjects gave for taking courses. It is interesting that the most frequently mentioned reason of all is to "get a degree." (The question regarding reasons for taking work was general and was not restricted to the taking of work currently.) The slightly greater concern of men compared to women in advancement and in salary is evident in the table. But perhaps the most striking trend of all is the relatively large proportion and the steady increase with age in the response relating to the taking of additional courses for the improvement of teaching.

Sense of Achievement in Career to Date

Having reviewed through the interview the occupational history of the subject, questions were then focused on a general evaluation of progress to date and plans for the future. It was thought that answers to these questions would be particularly revealing, both as to overall satisfaction with career and with respect to the identification of points of satisfaction and frustration. The question was posed: "As you look back on your occupational life so far, would you say that you have achieved what you had hoped to by this time?"

Table 8. Percentage of subjects of different ages and sex-marital status who work and/or study formally during summers and the school year.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
What Did You Do Last Summer? (MP)												
Vacation at home	16	19	46	30	48	41	2	8	23	31	40	10
Travel	11	24	28	8	14	22	2	2	16	22	16	7
Vacation, other	2	5	9	10	9	9	2	6	10	6	9	6
Worked, non-teaching	20	33	4	13	5	2	34	33	20	13	6	29
Worked, camp counselor	10	5	4	6	3	0	11	10	3	6	3	8
Worked, teaching	2	10	2	10	8	8	20	23	18	3	9	20
Attended summer school	36	10	6	21	16	10	26	18	2	17	15	16
Worked and Study During the Year? (SP)												
Total working	9	15	11	14	19	7	49	48	38	10	12	45
Teaching evening high school	2	10	4	3	9	5	20	24	12	4	6	18
Yes, professional work	2	0	0	3	2	0	14	13	12	1	1	13
Yes, other	5	5	7	8	8	2	15	11	14	5	5	14
Taking courses	20	19	6	22	22	7	34	20	8	12	16	22
Why taking courses? (MP)												
Prepare for administration	0	5	1	0	2	1	12	15	2	1	1	9
Obtain degree	33	33	33	33	34	33	42	46	34	31	31	40
Prepare for guidance, psychologist, head of department	5	15	2	5	6	3	6	13	7	5	4	8
To get a license	6	5	9	10	14	9	7	16	16	8	10	12
To improve teaching	8	28	44	10	17	33	9	20	34	29	22	20
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Findings related to achievement are summarized in Table 9. About half, slightly more women, slightly but reliably fewer men, felt that they had achieved. It had been anticipated that in a profession which, at least on the surface, did not offer marked opportunities for advancement, middle aged individuals would be particularly frustrated, since for them time was running out without satisfaction of career-achievement needs. At least, this would be expected in the instance of career-oriented people. The findings are quite to the contrary. The middle group of men and the middle group of single women are both highest of their respective sex-marital groups in reporting a sense of achievement and the middle age group of married women is between the two extreme groups.

Subjects were next asked to indicate ways in which they have been successful and ways in which they had advanced occupationally, the two sets of responses being coded together in the following categories:

Stated lack of concern with success or advancement or being important.

Has not advanced (if reason given code under "In what ways have things not worked out as you had hoped?")

Not enough time, just beginning in profession.

Financial progress: getting more money financially comfortable, is out of debt, better job money-wise than own family had, received merit raise.

Advanced in position: to full or part time administration, supervision department head, special services (guidance)

Has received recognition or opportunity through better position: has gotten successively better jobs; teaching in a reputable school, has moved to a larger community or system; from a small community to a large city.

Sense of competence and/or growth in job: has matured, learned self-control; more socialized than in early years of teaching; has clarified philosophy of education; understands children better; does good job of supervision; has good classroom control, good disciplinarian; has satisfied superiors.

Being in a profession: teaching holds greatest prestige of any job held; job recognized as important by others; feels recognized in community; working in chosen profession.

Achieved tenure: has a secure stable job.

Table 9. Percentage of subjects of different ages and sex-marital status who reported a sense of occupational achievement, together with indications of areas of success and failure and changes they would have made in their careers.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
Have You Achieved? (SP)												
Yes	44	67	56	52	56	60	42	52	36	53	56	43
No	13	10	13	14	12	14	19	15	12	12	14	16
Partly yes, no	37	19	21	27	16	13	27	28	36	27	18	30
Don't know & no data	5	5	9	7	16	12	11	5	14	7	11	10
How Achieved? (MP)												
Financial progress	15	20	22	14	11	18	25	31	27	19	15	27
Advanced in position	2	15	5	0	4	6	3	17	23	5	4	13
Recognition through better teaching position	15	10	8	15	11	8	18	19	16	11	11	18
Sense of competence	67	45	62	67	46	43	63	58	41	61	51	55
Through success of children taught	24	15	12	14	17	29	5	15	27	17	21	14
Good relations, children	14	5	26	21	13	26	7	5	19	19	21	10
Doing what want to do	28	45	25	41	22	26	31	19	28	28	30	27
Has continued study	17	5	6	12	7	18	22	5	7	10	13	13
Success, outside (but professional)	5	10	6	5	7	6	8	12	12	6	6	10
Home life, children	3	5	0	7	24	13	13	17	4	2	14	11
Sense of continued learning	12	10	8	5	20	11	12	9	12	10	12	11
How Failed? (MP)												
Financially	0	0	4	2	11	1	20	17	15	2	4	18
Failure to advance in position	2	5	10	3	4	6	8	15	28	6	5	16
Failure with pupils and objectives	29	15	26	29	17	24	12	5	12	26	23	11
What changes? (MP)												
Nothing, not much	29	28	33	27	41	21	30	37	30	31	29	32
Chosen other career	3	14	12	3	11	7	14	15	24	9	7	17
More careful, career choice	18	10	11	10	9	14	25	16	7	13	12	17
More careful, plan for advancement	15	5	13	27	11	16	13	13	21	13	17	12
Been better teacher	20	10	5	8	5	9	3	5	2	17	7	3
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Has achieved autonomy: feels independent, is own boss, given independence, can run department as I want to.

Pride in success of children taught: satisfaction in development of youngsters. Seeing children reach understandings.

Good relations with children: liked by pupils, students confide in him, has respect of and recognized by former students.

Doing what wants to do: am teacher, happy doing it; teaching grade liked.

Has continued study: received advanced degree, has attained education she desired.

Expects or has experienced success in outside or summer occupation: success in the military, through occupation pursued after retirement.

Success in outside professional activity: summer bookwriting, textbook, curriculum development, articles in professional journals; developed youth program in community, participated in youth program; in Who's Who; feels a leader in educational, religious, social fields.

Home life: children and wife, description of a full and satisfying life with emphasis on home situation.

Has helped many people: pupils, service, democratic ideals, etc.

Has had a variety of experiences: feels he is still learning, learning from the pupils, increasing knowledge of subject matter.

It is instructive first to examine the three "total" columns to identify the major sources of career satisfaction. It is noteworthy that a general sense of competence and the knowledge that he is doing what he wants to do stand out among those frequently mentioned. These two findings are particularly interesting in view of the earlier finding (Kuhlen and Dipboye, 1959) that prospective teachers more than prospective members of other occupational groups state as their goal that of "being a good teacher," instead of emphasizing "getting ahead" in a conventional sense. It is noteworthy in this connection that older teachers do not emphasize a growing sense of competence as a measure of achievement as often as do younger teachers. With increasing age among men advancement in position to department head or to administration is more frequently mentioned as evidence of achievement. It is to be noted that the figures in Table 9

are based on the total population regardless of how they felt about having achieved or not achieved. The same reasons stand out prominently when only the responses of those who indicated they thought they had achieved are examined.

Because of the large number of complaints one hears about the teaching profession, a special effort was made to specify reasons for a sense of failure both as to "how" and "why." Some 19 categories were defined for classification of reasons as to how failed given in response to the question, "In what ways have things failed to work out as you hoped?"

Hasn't advanced occupationally (otherwise unspecified).

Financial: salaries too low, lack of financial security, has reached top of salary scale, no opportunity for further financial advance.

Failure to advance in position: has aspired to a particular position (administration, guidance, special service, supervision) didn't get there; promised advance did not materialize; advancement too slow.

Aspired to other teaching position: college teaching, different age group, different subject matter, bright students or regents group only.

Aspired to other occupation (nonteaching)

Unable to continue study or career as planned: financial or other reasons.

Lack of autonomy: overadministered on the job, lack of academic or personal freedom.

Lack of prestige and respect of teachers and education: from public, parents, kids; low social status of teachers, not considered professional.

Low status and prestige of subject taught: subject is dumping ground for poor students and problem kids; lack of support for subject.

Original expectations re nature of teaching not satisfied: teaching situation not what painted.

Sense of failure or disappointment or dissatisfaction relating to pupils: failed to inspire or motivate kids, would have liked to have gotten to understand kids better; can't reach goals of teaching, kids uninterested, less

interested in learning, don't do as well as they could; had to deal with kids he can't handle.

Work too hard: overload of teachers heavy school load, not enough time (large classes, many preparations) extra duties; clerical work, too much work involved carrying both teaching and coaching.

Lack of materials, facilities: lack of books, equipment, supplies; lack of budget for above; requests for materials, etc., not rapidly satisfied.

Program does not meet needs of pupils: quality of subject matter not as good as it should be.

Lack of support and recognition: from administration, supervisors, parents and community.

Couldn't identify with school because of being moved, frustration of affiliation needs within school - associates, students.

Security: wanted permanent appointment (kept as permanent substitute or shifted from school to school to avoid tenure); had to move or give up job for health reasons or family security.

Benefits: inadequate pension (had to continue to teach).

Marriage and family: not enough time with family, not married or unable to marry, unable to have children.

Of the above categories only three appeared frequently in the responses of our subjects: men tended to feel a sense of failure for financial reasons or because of failure to get a particular advancement (the latter reason increased with age) whereas women much more frequently indicated a general sense of failure through inability to stimulate youngsters and achieve their educational goals. Our attempts to inquire as to why failures had occurred were not particularly successful. Between a third and a half of the total groups (sex-marital) giving no responses, but of course this included those who had no sense of failure. Although only a few responses appeared with any frequency at all in specific categories, an interesting contrast appeared between the proportion of individuals giving responses which reflected blocks to advancement (such as lack of opportunity, lack of positions, unfair promotion policies, lack of money, interpersonal difficulties) and those indicating blocks to effective teaching (nature of the children, poor grouping, overloading, lack of administrative support). As

Table 10. The relative frequency with which subjects gave various categories of responses to a question asking "To what do you attribute this?" when careers had not "worked out" as hoped.

	<u>Single Women</u>			<u>Married Women</u>			<u>Married Men</u>			<u>Total</u>		
	20-34	35-49	50-64	20-34	35-49	50-64	20-34	35-49	50-64	SW	MW	MM
Blocks to advancement (lacked money, ability, opportunity, unfair promotion practice)	14	10	15	14	11	13	33	45	37	14	12	36
Blocks to effective teaching (characteristics of children, over- loading of teacher, lack of experience)	45	35	36	41	22	34	18	26	29	39	33	23
Both blocks to advance- ment and to effec- tive teaching	7	0	10	12	2	5	10	0	5	8	7	7
No data, did not fail	34	55	39	33	65	48	39	29	29	39	48	34
N*	58	20	77	58	54	79	104	58	75	155	191	237

*This table is based on only those subjects who indicated "yes," "no," or "yes and no" to the question regarding achievement. The large "no data" category is due to inclusion of those who indicated they had achieved, and thus would be unlikely to specify "blocks" to achievement.

shown in Table 10, women teachers, both married and single, were much more likely to list blocks to effective teaching, whereas men were more likely to list blocks to advancement. In this particular respect, at least, as well as in the preceding findings showing the greater concern of women over failure to achieve teaching goals, we see men reflecting less in the way of the nurturance need and more of an achievement need. But it will be noted that these responses are mainly from those who reported a lack of achievement, and do not necessarily reflect a strong career drive on the part of male teachers.

"In retrospect," we asked the subjects, "what would you have done differently?" This question followed questions regarding whether the subject had achieved, how he had succeeded, and how and why he had failed. The following categories were used for classifying the responses indicating changes he would make as he viewed his career from the present vantage point:

Nothing, not much, can't think of anything.

Chosen other career: not in education, would not have been a teacher, would have been a ----, would have stayed in other career; would not have returned to education, would have left teaching.

Chosen other aspect of teaching: other age group, grade or subject area (including college teaching).

Made more careful career choice: planned more carefully for entrance into that career, obtained help in career planning or planning of college program; done a better job in college (undergrad); made career choice earlier; made preparation to earn a living earlier; gone to college earlier.

Planned more carefully for advancement: pushed own advancement and promotion; "bucked" for promotion; never fought with administration; made necessary contacts or political affiliations; been more tactful; completed own study, degrees earlier; planned graduate program more carefully; taken different courses; taken more leaves to further plans.

Been a better teacher: kept up on technique; taken more subject matter; improved teaching procedures; continued study for the improvement of teaching (not for advance); better job of relating to pupils and parents; been more strict at first; shown more self control.

Would not have left teaching: would have returned sooner (to teaching).

Would have made different decision on change of schools: would have made change which was offered; would not have made a change which he did, would have stayed at a particular school; wouldn't have stayed on first job as long.

Would have stayed at home: been a housewife, not had a career, married when she had the opportunity; would have left teaching except for financial responsibility.

Not Elsewhere Classified: different geographical location, improved social adjustment, taken on financial responsibility earlier, spent less time in service, taken opportunity for travel, not been married, been more independent earlier, married later, started teaching earlier, would have bought a house earlier.

Of the above categories five occurred often enough in the responses to warrant listing in Table 9 (bottom portion). As will be noted about a third said that they would do nothing much different from what they had done. But we find older men saying more often than younger men that they would have chosen another career, whereas younger men more frequently than older men emphasize that they would have planned their career more carefully. It is perhaps an indication of the validity of the inference that public school teachers are not particularly career-oriented that so many would have offered no suggestions as to what might have been done differently and so many others indicated that they would have been more careful in their choice or in planning for advancement, this concern seemingly having arisen after our subjects were well launched on their careers.

Future Plans

In order to get some notion of the projection of career plans into the future, a series of questions were asked: "What would you most like to be doing ten years from now?" "Why would you like to do this? (What appeals to you about it)" "Are you doing anything now to prepare for this? What?" The ten-year objectives were classifiable into the following categories:

Same as now: (same or similar position) (includes instances where maternity may intervene).

Teach different age-grade group or subject area: college teaching.

Teaching plus time for other activities in education: research, A-V work, development of materials or texts.

Advance through better teaching position: more pay, bigger system, etc.

Advance in type of position in education: full or part time administration, supervision, head of department, guidance, special services, college teaching or administration.

Self improvement: travel, advanced study, getting advanced degrees.

Retired: nothing specified, or specified as unemployed, relaxing, hobbies, volunteer work.

Retired: gainfully employed full or part time or self employed, own small business.

Out of education (not retired): employed or self employed.

Marriage and family: housewife, raising a family, married, married and part time work.

Don't know or statement so general as to be essentially this.

A previous study (Kuhlen and Johnson, 1952) has suggested that answers to the question about plans ten years hence might be especially revealing, particularly as regards age changes in general orientation. In that study early emphasis upon marriage and family for women and upon advancement for men was evident; older groups were looking forward to retirement; middle-aged men expressed a more frequent desire to get out of education; and a shift was noticed from plans regarding marriage to plans for advancement in education on the part of single women, whereas married women emphasized continuation in the same job. In general, the findings in Table 11 are consistent with these previous findings. Married women more than single women desire the same situation they now have. Men desire advancement, particularly in the younger years. The younger group for women, both married and single, expressed a desire for marriage and family activities. (Of course, in the married group this meant being at home with a family.) The one point at which these findings did not agree with the previous findings was in terms of the percentage of men in the middle age range desiring to get out of education. This response was given only infrequently.

The reasons for wishing to make this change were categorized as follows:

Don't know.

Need or want greater financial gain, actual or potential.

Desire to advance in position: other activity might lead to advance in position. "Has desire not to stand still."

Want a feeling of self-improvement; growth, challenging job, more responsibility. "Can't picture myself vegetating." Desire for more intellectual stimulation and activity; opportunity for more creativity; want opportunity to always learn something new; is interested in subject matter.

Want more independence: want to try own ideas, freedom for individual action.

Want a position of more status or prestige: a job she can be proud of, holding an important position, job at more professional level.

Get away from routine: uninteresting, routine, monotonous, boring work.

Want more stable, secure job: wants security.

Get away from working with children.

Want greater opportunity to improve education: helping new teachers, etc.; passing on own experience (through supervisory position), opportunity to improve instruction; influence selection of teachers; influence curriculum development.

Want to work with more desirable group of students: students more responsible or interested, fewer discipline problems, could treat kids like adults, wouldn't have to be a policeman, desire to work with a particular group dealing with children.

Like opportunity for service to others: building character, can see end product, rewarding feeling you get from teaching, helping people, working with people.

Forced to retire by school policy (really doesn't want to).

Wants greater opportunity to pursue hobbies: mention of specific hobbies, things he enjoys, activities began while teaching; things there

Table 11. Responses of subjects (percentages) to the question, "What would you most like to be doing 10 years from now," together with reasons why, and nature of efforts to achieve this end.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-64	20-34	35-49	50-64	20-34	35-49	50-64	SW	MW	MM
What 10 Years Hence? (SP)												
Same as now	11	38	12	24	39	18	27	41	5	15	26	23
Advance in admin. or special services	5	19	5	6	11	2	56	31	6	7	6	34
Retired	0	5	60	2	11	58	0	3	55	31	28	19
Retired, but employed	0	19	11	0	3	11	1	8	23	8	6	10
Employed outside of education	3	5	0	2	8	2	4	2	7	2	4	5
Marriage and family	62	5	0	56	8	0	0	0	0	23	18	0
Why? (MP)												
Need more money	0	5	4	2	3	1	15	10	2	2	2	10
Want feeling of self improvement	15	0	9	6	6	10	14	18	15	10	8	15
Greater opport. to improve educ.	2	14	2	2	2	4	12	18	1	4	3	10
Want more desirable pupils	3	5	2	8	3	3	21	5	1	3	5	11
Want more opport. for hobbies	2	24	45	3	23	28	2	6	27	26	19	11
Marriage-family, natural feminine role	34	5	1	37	5	6	0	0	0	14	14	0
What Doing to Prepare? (SP)												
Studying	11	14	1	13	11	12	57	23	7	7	12	33
Gaining experience	3	19	5	3	9	2	4	13	8	6	5	8
Planning for retirement(financial)	0	14	19	5	8	18	0	5	10	11	11	5
Doing nothing	21	28	33	24	27	29	16	18	21	28	27	18
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

never was time for while teaching; seeing how other people live, seeing new places (travel), meeting new people, broadening of education.

Wants more opportunity to be with own children: more family life, job that doesn't interfere with home responsibilities.

Marriage and family is woman's role: is "natural thing" for a girl, home is place of woman in world. "Raising a family; everybody does," "Have a family; just human nature." "Doesn't want to be a professional woman." Like children.

Wants lighter load: less arduous work, better hours, feel need for a rest, slowing down.

It would have been desirable, of course, if numbers of subjects had been large enough to determine what percentage of each group evidencing interest in a particular goal gave as reasons for that objective. Since numbers were too few for this type of analysis, the overall pattern of responses for those categories that appeared with fair frequency are summarized in the table. For all age groups a desire for more time and opportunities for hobbies and other interests in the older years is evident, a reflection of the more frequent desire for retirement in these groups. The only other trends of significance relate to the greater need for money on the part of younger men, their greater desire to have opportunity "to improve education" (through administration), and their desire to get in a situation with more desirable pupil personnel. A probable or possible combination of less financial need and greater salary with seniority, along with the achievement of a satisfactory position in terms of the nature of pupil personnel --- all items that tend to come with increased age --- probably resulted in these reasons appearing less often in the responses of older men. The general orientation of women toward the role of marriage and family is reflected in their emphasis (particularly by the younger women) upon this being a "natural feminine role."

Responses to the question, "Are you doing anything now to prepare for this? What?", were classified in the following response categories:

Nothing being done.

Yes, but not specified: "preparing for ---" and NEC; keeping an eye on the field, joining professional organizations; background gives me some preparation.

Studying: gaining college credits for degree or certification through summer or extension

study, taking leave for study, informal study, will begin study.

Gaining required experience: working hard on present job, making necessary contacts, gathering appropriate materials.

Combination of experience and study.

Already participating in desired activity, part time or on out of school time.

Has completed qualifications: study, certification, experience (not made application).

Has made applications for or seeking desired position: requirements completed or nearly completed.

Planning for marriage or maternity: engaged, married, looking for a mate.

Planning for retirement, financial: through insurance, endowments, investment, pension plans, savings. (No mention of activities.)

Planning for retirement, work or other activities: beginning hobbies, collecting equipment for hobbies, small business, collecting travel folders, etc., talking to people in potential business, planning own business or partnership or taking specific steps to facilitate this. May include mention of economic preparation.

As noted in the bottom portion of Table 11, the main approach to goals desired is through study, but the next largest category of response (except "no data," which includes those wishing to continue present activity) was that of "doing nothing." Women were more likely than men to be categorized in the latter group. Men show greater career orientation (especially younger men) in their emphasis upon the overt action of preparation toward goals.

Although a considerable amount of space will be given later to the question of those who are considering leaving the teaching profession, it is relevant to the present discussion to note, as shown in Table 12, that close to half of the individuals interviewed had never seriously considered this action. For all three sex-marital status groups the older individuals more frequently indicated that they had never seriously given thought to this. Two possible interpretations of this trend come to mind. First is the possibility that the older individuals having spent a fair share of their lives during the depression years would have been less likely to consider leaving teaching because of the lack

Table 12. Frequency (percentages) with which the various age, sex, and marital status groups have considered leaving teaching and have plans to change position.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	NW	MM
Ever Think of leaving Teaching?												
Never seriously	41	62	67	39	47	50	39	41	50	57	46	43
At least currently	22	5	11	32	8	9	14	20	10	13	16	14
Plans for change of Position?												
None	57	81	71	48	69	77	99	80	81	67	66	72
To other teaching position	23	0	3	25	12	2	16	11	1	10	12	9
To advanced position	0	5	2	2	0	1	9	5	2	2	1	6
For marriage or maternity	2	0	0	10	0	0	0	0	0	1	3	0
Other change	8	0	6	7	6	3	5	2	9	6	4	5
No response	10	14	18	8	14	16	12	2	7	14	13	8
N	61	21	85	62	64	98	117	61	88	167	216	266

Table 13. Perception of the adequacy of advancement opportunities in the teaching profession.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	NW	MM
Adequate Opportunities for Advancement?												
Yes	64	24	33	59	32	37	54	52	32	44	42	46
No	22	52	39	28	35	25	31	26	44	33	29	35

Note: The original data were classified (by multiple punching) into as many categories as necessary (e.g., mention of advanced positions, financial gains, larger school, etc.), but here the percentages in the various "yes" and "no" categories were simply summed since no one (except "mention of advanced position") stood out. Thus this table gives only a general, somewhat obscure index of recognition of advancement opportunity.

of alternative jobs. A second interpretation is that those individuals who are younger and are thinking of leaving will do so with the result that the older group is more largely constituted of those who have never planned to do this.

Those who are currently planning to leave the teaching profession are mainly young married and single women, though a slightly larger percentage of middle aged married men also indicate that they are currently considering this. Inspection of the bottom portion of this table, which deals with plans for change in position, again emphasizes a greater incidence of such plans on the part of younger age groups. This, of course, is consistent with general findings of labor turnover as well as those described earlier for this particular sample. Since so few individuals were planning to leave the field of teaching, the analysis of their reasons for such planning was unrewarding.

Toward the end of the interview, when attention was being focused on certain general issues (though time available for the interview was often running out and the data are thus incomplete) an attempt was made to get some notion of the subject's perceptions of the opportunities for advancement that exist in the teaching profession and to obtain his suggestions for improvement. In general as shown in Table 13 the bulk of the responses reflected a recognition that opportunities for advancement did exist, though this view is more widely held by the youngest group than by the oldest. Again it should be pointed out that the older individuals may have taken this view either because of greater experience and hence better knowledge of advancement opportunities (or their lack) or because opportunity passed them by with a resulting coloring of their perceptions.

III

SOURCES OF SATISFACTION AND DISSATISFACTION IN THE TEACHING PROFESSION

One purpose of the present study was to attempt to identify the major sources of satisfaction derived by teachers from their profession, as well as to ascertain the major sources of dissatisfaction and frustration. A variety of questions in the interview was designed to elicit relevant information.

Although the several questions overlapped to a very considerable degree, they nonetheless served to come at the matter from somewhat different angles, and presumably provide a broader picture of the sources of satisfaction and dissatisfaction. It may well be, for example, that a subject would, for a variety of reasons, fail to single out a particular source of dissatisfaction when asked about his current position, or even regarding his reaction to the teaching profession generally, but would identify such an area when asked to describe his reasons for not recommending that an offspring go into the profession. Thus, in interpreting the data to be reported in this section the reader should look not only for points where the various questions yielded reinforcing evidence, but, perhaps just as important, points of difference. An individual may have made certain adaptations to a source of frustration or limitation in his own life, but nonetheless feel an underlying frustration to be so serious that he would not want to see a son or daughter forced into the same situation. A basic source of dissatisfaction, then, may be obscured in the direct question regarding one's own career, but come to the light in a question regarding offspring.

A number of questions may be asked of our data. First, taking the entire sample of interviewees as a whole, what are the general findings? Second, what about sex differences, recognizing that single women and married men are more likely to view career as their primary role, whereas married women will more likely view it as secondary. What about age differences? It will be recalled that a variety of hypotheses would lead to the expectation that individuals in the middle age group studied would show various evidences of frustration and dissatisfaction to a degree greater than that characterizing either the oldest or youngest groups. And it might be expected that older subjects would experience certain satisfactions and sources of dissatisfaction because of age changes in personality and need patterns.

Before proceeding to a presentation of the data, the reader should be reminded that differences of the magnitude described in Table 3 in the preceding section also apply to the basic data in the present section. It will be recalled that except for comparisons involving single middle aged women where the N is unusually small, differences of approximately 15 to 17 will be reliable at the .05 level of confidence when age differences are being considered, and that differences of approximately 7 to 9 will be reliable at this level of confidence when differences between the total groups are involved.

General Satisfaction with Teaching as a Career

At several points in the interview, questions were asked which were expected to reflect the general satisfaction the respondents had with their careers. They were, for example, asked to rate their liking for their present position, to indicate whether they would teach again if they could start over at age 18, whether they would encourage their son to teach, whether they would encourage their daughter to teach, and whether they had ever thought of leaving the teaching profession. It will be noted that the first and last of these questions asked the interviewee to make judgments about the state of affairs in his current position at the present time, and to indicate whether he had or was now considering taking definite action to alter his situation. Both questions concern himself in his career now. The other three questions are more speculative, and ask essentially regardless of how well the subject has adjusted to the trials and tribulations of his career in this particular profession, would he go through it again or would he encourage someone close to him to expose himself to the same problems. We anticipated that the latter questions might give the more meaningful clues as to attitude toward the profession.

First, are teachers a satisfied lot? In general the answer would seem to be affirmative. About 60 per cent express the view that they like their present position extremely well. (They were asked to rate on a 5 point scale: extremely well, fairly well, "so-so", tended to dislike it, and dislike it very much.) More than half said they would definitely teach again if they could go back to age 18 and start over. Overall sex differences were not particularly notable in response to these questions, though reliably more men than women responded with a definite "no" to the question of whether they would teach again if they could start over. In classifying responses to the latter question, the following categories were used: definitely "yes," probably "yes," a qualified "yes," uncertain (yes and no), a probable "no," and a definite "no." The facts are summarized in Table 14.

Close to three-quarters of our subjects perceived teaching as a desirable occupation for women and indicated that

Table 14. Age trends in data reflecting satisfaction with teaching as a career. Figures represent percentages of particular group giving indicated response.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
Liking for Present Position:												
Extremely well	46	71	67	59	56	68	56	70	60	59	62	61
Fairly well	44	19	20	34	25	20	36	18	23	26	25	27
Other (less)	10	5	5	6	10	2	8	5	6	7	6	6
Would Teach Again:												
Definitely yes	75	52	50	43	55	59	63	65	38	59	53	55
Definitely no	8	14	22	6	12	14	19	15	42	16	12	26
Encourage Son to Teach?												
Yes	41	33	34	34	39	46	53	51	28	37	40	45
No	39	38	35	47	42	34	20	11	49	37	40	28
Encourage Daughter to Teach?												
Yes	90	76	60	80	69	72	79	65	63	73	73	71
No	3	14	15	10	14	11	9	10	23	10	12	14
Ever Think of Leaving Teaching?												
No, not seriously	41	62	67	39	47	50	39	41	50	57	46	43
Am currently	22	5	11	32	8	9	14	20	10	14	16	14
N	61	21	85	62	64	90	117	61	88	167	216	266

they would encourage their daughters to teach. However, less than half would encourage a son to teach, and, surprisingly, men teachers seem to take a more positive view toward their sons teaching than did women teachers. As can be noted in the table, relatively few of any of the sex-marital status groups are thinking of leaving the teaching profession at the present time.

In turning next to the matter of satisfaction with career as related to age of the respondent, it should be recalled that the importance of career is likely to vary a great deal between single women, married women, and married men. Young single women are likely to be more oriented toward marriage than toward career, a circumstance which is likely reversed by the middle 30's (Kuhlen and Johnson, 1952), with career being a relatively primary role from this age onward. However, it is unlikely that as a group, single women will be as oriented toward occupation as a source of satisfaction as are men. Married women have available marriage and family relationships as a basic source of satisfaction, and it is likely therefore that many of the irritations and frustrations in a work situation will be overlooked by them, simply because work is relatively less important. For men, career is a primary role. Accordingly, in general, one would anticipate that single women and married men would be somewhat more similar in their reactions to occupation than either group would compared to married women.

Reference back to Table 14 will reveal that with respect to general satisfaction with the teaching profession and with present position, the trend generally is in the direction of increasing satisfaction with age. One must conclude either that the less satisfied members of the profession tend to get into other lines of work by the time they are 50, or that as people grow older in a profession they tend either to arrive in a particular position that is compatible with their personality and need patterns, or they have been able to adjust sufficiently to the realities of the situation that unhappiness does not appear.

In contrast, those questions that assume that one could start over, knowing what he now knows about the occupation, or, with the latter knowledge, is recommending the profession to a son or daughter, revealed a clear and consistently reliable decline in positive attitude toward the profession, particularly on the part of the two groups most likely to find occupation a basic source of satisfaction, namely the married men and the single women. In all six comparisons, the oldest group revealed a somewhat dimmer view of the teaching profession than did the youngest group, with a difference being reliable at .01 level of confidence in four comparisons, at the .05 level of confidence level in one, with one difference being unreliable but in the same direction. Quite a different trend is noticed in the case of married women. Of three comparisons one shows a reliable gain (.05 level of confidence), one an unreliable gain, and

one an unreliable loss in favorable attitude from the youngest to oldest age group.

It is somewhat surprising to find no evidence of increasing dissatisfaction during the middle years of the career. As outlined in the introduction section of this report, a variety of considerations lead to the expectation that there would be greater dissatisfaction in the 35-49 age group as compared to either the older or younger group. It will be noted that in most of the comparisons the percentage of the middle age group responding in a particular way falls between the percentages for the younger and the older groups. In the few instances where there are marked exceptions to this (as in the instance of the proportion liking their present position extremely well), the middle group seem in fact even more positive toward their occupation than the two extremes.

In general, then, the findings having to do with job satisfactions suggest that: (1) In the main, teachers are reasonably satisfied with their careers, (2) Older individuals are personally more positive toward their own careers and occupation than are the younger individuals, whether this be due to their having achieved a salary level and type of position superior to that of younger individuals, to their having achieved a better alignment with the passage of time between their needs and the realities of the occupation, or because they represent the satisfied residual after the dissatisfied younger individuals have moved out of the occupation, (3) A basic dissatisfaction with the teaching profession becomes increasingly evident with age of the group considered as this is reflected in a lesser willingness on the part of older individuals to reenter the teaching profession if they could start over again or to recommend that a son or daughter enter this field, (4) Those in midcareer reveal no evidence of unusual dissatisfaction with their careers, contrary to expectations at the outset of the study.

Basic Satisfactions in the Teaching Profession

Table 15 contains information regarding the basic sources of satisfaction teachers find in the teaching profession. The data there presented are derived from the answers to two questions: (a) What do you personally find to be most satisfying about teaching, and (b) What do you particularly like about your present position? Presumably the first of these questions would serve to give the most general picture, since it permits the respondent to reply regarding his occupation in general and not with reference to his particular position. The responses to this question (what most satisfying about teaching) were classified in the following categories:

Financial: adequate pay, salary; good pay, expectation of a professional salary; helping out financially (married female); being able to support self and children.

Advancement: good opportunity for advancement, has moved into advanced recognition through promotion.

Has feeling of accomplishment: doing a good job of teaching; keeps up with trends in education. Seeing his own (original) program grow; successfully setting up new program; has high merit rating, recognized and praised by administration.

General nurturance (emphasis upon helping, influencing, etc.): helping children, helping pupils develop, saving a few children; what I can do for the youngsters; providing opportunity for field trips, etc.; helping shape minds, careers, lives; has influenced pupils, advised them.

Nurturance re subject matter (giving, imparting knowledge, skill, understanding): teaching pupils a means of livelihood, skills useful in vocation or home life; teaching young people to be aware of books; teaching important subject matter, teaching children interested in her subject matter; gaining interest of pupils in subject; teaching scientific method; love of seeking knowledge, promoting good citizenship; increasing physical skills.

Seeing results in children: having pupils do a good piece of work; seeing accomplishment in the students; seeing them grow, mature, develop, become good citizens, learn to study; seeing children "get to the gestalt" (the light in their eyes). Seeing them learn, understand; having pupils tell you what they did at home, what they learned in class; seeing them perform well before an audience; seeing increase in physical skills. Seeing develop self respect, see own strengths and weaknesses, work together, cooperate.

Working with youngsters or people (emphasis upon affiliation "being with"): being or working with children, interest (general) and enthusiasm of the pupils (may be a special age group of pupils); feels close to the youngsters; accepted by, taken into confidence of the students; friends with the students.

Nature of the work (other intrinsic satisfactions):

"the work itself." "teaching;" intellectual, mental activities, likes subject area; school atmosphere; much variety, never boring, variety of children met. Challenging, stimulating job, meeting the problems of the job.

Prestige of being a teacher, a professional, in a job he can be proud of.

Affiliation with or liking for associates: likeable, congenial, stimulating associates, associates have a variety of interests, similarity of interests and ideals. Strong friendships formed with associates.

Recognition received from current and former students: realizing they don't forget you, expressions of appreciation re help they received from you or your course; gratitude of the students when you try to understand them or their problems, try to help them.

Recognition received from parents and community: appreciation shown for what you have done or are doing.

Autonomy: own boss in classroom; feels independent; can try own ideas; not oversupervised.

Security: secure stable job; tenure system, pension system.

Keeps you young, in contact with the world - thinking like a teenager.

Good flexible hours; vacations; short hours, time for family and time for other activities (e.g., study, hobbies, etc.).

Important job, doing for society; public service, feeling useful, worthwhile.

Opportunity for continued learning and personal growth; enhances own leadership qualities, builds appreciation of children's trials and tribulations.

Identification with student's success: hearing of achievement of former students and having a feeling of having a part in their success.

Since only those items are listed in the table which had as many as 15 per cent of any single subgroup (by age) or as many as 10 per cent of any of the three total groups responding, the above list serves to indicate which kinds of responses occurred relatively infrequently, as well as to

define in greater detail the category labels listed in Table 15.

As one compares the items included in the table with those omitted because of low frequency of mention, one is impressed with the degree to which teachers are "people oriented." The two most frequently mentioned categories are those relating to the seeing of results of one's teaching in the growth and development of children, and the opportunities for satisfaction of affiliation needs with one's peers. "Seeing results" was most frequently mentioned when teachers were asked to identify the one source of satisfaction; emphasis upon peer affiliations appeared when other sources of satisfactions were requested, i.e., under conditions when more than one could be mentioned. Only three categories (income considerations, flexible hours, and continued personal growth and learning) appear in the portion of the table dealing with occupation in general. Mainly the emphasis is upon affiliation and nurturance: helping children, imparting knowledge, seeing results, being with children, and being with and enjoying peers.

It is to be noted in the three columns under "total" that very little in the way of sex differences appeared. The largest difference in percentage being only 8, and this is not statistically reliable. Nor do consistent age trends appear. Older single women get much less satisfaction from seeing results than do younger single women, and they also seem to get less satisfaction out of imparting knowledge. Married men show a trend similar to the last (imparting knowledge), and seem to place a greater emphasis upon affiliation with peers as a source of satisfaction with increasing age. But basically, the various age groups and the various sex-marital status groups seem to perceive essentially the same sources of satisfaction in the teaching profession and to about the same degree.

The lower portion of Table 15 contains information regarding sources of satisfaction in present position. Men are reliably more likely to mention income as a source of satisfaction and also to mention opportunities for independence. These differences would be predicted on the basis of greater autonomy needs of men and their greater financial responsibilities, and thus they would not be considered chance differences even though the other categories which were mentioned frequently enough to appear in the table showed no reliable differences. More generally, intrinsic satisfactions in occupation (rather than income or achievement) is evident in the large proportion mentioning activities of the occupation, the nature of the student body, and affiliation with peers. It is noteworthy that good administration does not go unnoticed by teachers. In fact, the next most frequently mentioned category (beyond the three just specified) related to the administration as a source of satisfaction. When age trends are examined only 5 of the 48 comparisons

Table 15. Percentage of subjects of different ages and sex-marital status who gave various responses to question regarding (a) what about teaching gives most satisfaction (and other sources of satisfaction), and (b) what was best liked about current job.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
What about Teaching Gives Most Satisfaction? (SP)												
Nurturance (helping)	10	19	19	14	20	18	15	18	21	16	17	17
Nurturance (knowledge)	13	10	7	21	19	11	18	16	15	10	16	17
"Seeing results"	42	24	20	27	20	28	34	31	23	29	25	30
Being with children	20	24	24	13	17	24	14	13	19	22	14	16
Income considerations	6	10	5	13	5	13	6	6	5	6	11	6
Other Satisfaction? (MP)												
Nurturance (helping)	18	5	20	27	19	13	14	11	15	17	19	14
Nurturance (knowledge)	18	10	5	21	12	16	16	3	3	10	16	9
"Seeing results"	23	19	17	19	11	18	18	18	15	19	16	17
Being with children	18	19	12	24	11	16	17	10	16	15	17	15
Nature of work	16	19	18	8	17	14	17	13	16	17	13	16
Peer affiliations	16	10	21	27	17	26	17	29	31	18	23	25
Flexible hours	8	14	13	6	6	9	9	11	15	11	7	12
Continued growth, learning	11	5	7	11	5	8	14	8	9	8	8	11
What Liked about Job (MP)												
Income considerations	15	10	12	22	17	12	21	34	20	12	16	24
Advancement-achievement	5	10	7	0	5	1	7	13	15	6	2	11
Sense of accomplish.	5	10	10	18	3	10	17	11	16	8	10	15
Recognition, respect	6	14	18	18	9	19	16	23	17	13	16	18
Independence	13	24	6	18	8	13	26	16	31	11	13	26
Quality administration	26	19	33	30	37	46	31	29	30	28	39	30
Good program	23	14	13	18	12	12	10	13	17	16	14	13
Good facilities	13	19	10	10	11	9	9	11	17	12	10	12
Job not demanding	15	14	8	13	22	10	14	20	12	11	14	15
Activities of occupation	47	48	28	30	37	33	35	28	27	37	34	31
Community convenient	5	5	5	3	22	7	7	6	9	5	10	7
Community character	18	24	12	3	5	6	12	16	7	15	5	11
Opportunity to interact with children	23	14	15	11	9	19	20	18	18	18	14	19
Nature of student body	51	48	35	47	50	41	40	36	44	42	45	40
Peer affiliations	46	43	48	61	44	26	42	41	43	46	44	42
Positive description of job	11	28	21	19	16	13	14	20	11	18	16	15
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

possible within the table show clear trends. Older single women seem to derive more satisfaction from the recognition and respect they receive in their profession but less satisfaction from activities of the occupation themselves and the nature of the student body. Older married women are more appreciative of quality administration, and get less satisfaction from affiliation with peers.

For more specific definitions of the labels used in Table 15, and for information as to which categories failed to appear frequently enough for inclusion in that table, the reader is referred to the following list of categories used in coding the data:

Financial considerations: fine salary, good pay, opportunity for extra income (part-time, outside or extra work) "made a good living."

Advancement-achievement: represented advancement, had potential for advancement: provided feeling of achievement; received recognition through advancement; developed own department successfully.

Sense of accomplishment (other than advancement-achievement): see results of teaching in children, has a sense of growth, could accomplish more there, learned a lot there; was better teacher because of experience; felt I was making a contribution, doing a worthwhile job.

Recognition, prestige, respect: growing, improved, reputable school system; prestige of subject taught: prestige of holding a professional job; associating with professional people, teachers received respect from townspeople and students; competent faculty (prestige by identification).

Autonomy, opportunities for autonomy, self direction, independence: could develop own department; could run own program, teachers (self) given responsibility; had personal freedom; was away from home; democratic school atmosphere; academic freedom; associates broad minded.

Quality of administration: effective, good likeable, helpful administration and supervision; liked supervisors, good principal; principal praised teachers, respected them, recognized merit; administration supported, backed up teachers.

Desirable educational program, procedures, and policies: freedom from clerical work, good program; good student grouping; was in a single school; few interruptions to teaching; liked promotion system.

Physical facilities good: good building, adequate or abundant supplies and equipment. "Was in own room."

Job not too demanding: light schedule, good hours, few preparations; no extra duties; evenings, week-ends, summers free (if for extra income, put in "financial consideration.")

Liking for activities involved in occupation: subject matter, in line with training, liked photographic process; liked writing letters and billing to foreign countries; liked training future teachers; enjoyed music-art.

Secure stable job: could settle down, had tenure; not likely to be moved.

Community convenient to or close to other means of gratification: near university, home, parents, work; close to friends, fiancée, etc.

Characteristics of community: nice community, good cultural facilities, nice size town, vigorous, alert community; good shops, townspeople. Liked geographic setting (rural, urban, nice lakes).

Opportunity to help or interact with children: helping pupils; dealing with children; liking for children; interested in or contact with children.

Nature of student population: nice kids, interested bright, enthusiastic, cooperative, responsive youngsters; few discipline problems; good class of children; particular age group or social group.

Affiliation (peers): congenial cooperative colleagues, had many friends there, many social activities, many teachers of same age; stimulating interesting associates.

General positive description of the job: liked everything about it; challenging; stimulating; good atmosphere; variety, never boring, good spirit.

Liked nothing about it; just a job; not much; not very much.

Still another source of information regarding sources of satisfaction that people see in the teaching profession is to be found in the answers they gave to the question as to why they would recommend a son or a daughter to go into teaching. The percentage responding with any one category in this instance is likely to be low because the base for the percentage is the total number of subjects rather than just

those mentioning the recommendation. Detailed descriptions of the categories into which responses were classified follow, this material being again presented for the purpose of providing more adequate definition of the labels used in the table as well as indicating which types of response came up only infrequently.

Very satisfying (not specified): is interested in it, satisfying "in terms of intangibles," enjoyable thrilling work. Because I like it - I feel that he would be happy in teaching.

If or because has certain qualities: patience, love of children, is dedicated or altruistic, understands children; has broad knowledge, interest, ability, a person has to want to do it; he has the makings of a good teacher, "is the type of person who would be good."

Opportunity to do service: children need to be molded, doing good to people, seeing children develop, opportunity to have influence on young people, opportunity to work with kids, people; making a contribution to society (if reference is to helping people).

Prestige, status, recognition: children are appreciative of teachers; professional occupation; foresees improvement in status and recognition; working with professional people and surroundings, respectable job; "fine clean profession," "fine, nice associates."

Pay adequate: enough to get along on; foresees improvement of salaries; regular salary increases.

Security: stable job, financial security, pension.

Fringe benefits: good vacations, short hours, free time for other things (do not include time for family or family responsibilities).

Interesting stimulating work: never boring, much variety, challenging, demanding job.

Very important job: most important work in the world, is a great responsibility, teachers are needed, need for trained, competent minds making a contribution to society.

Decision completely up to child: "If he wants to," or "if he has the desire."

Opportunity for advancement of position.

Fits well with family responsibilities: hours similar to those of family; time for family.

Qualified with respect to situational factors: e.g., in right subject (as science), if in good neighborhood, in city system, etc.

Opportunity for personal growth: for advanced study, for constantly increased learning, opportunity to develop a high degree of craftsmanship, to accumulate knowledge.

Autonomy: has freedom, can be own boss.

Need for men in education.

Only if aiming for administration.

Security (daughter): is insurance against financial need, can always get back into teaching if necessary, a means of independence, good supplemental income; easy to leave and re-enter, e.g., when money is needed. (If no reference to insurance, family or marriage situation of women, coded in above category of "security.")

No better job (or best job) for a woman (no reasons given): "good job" highest achievement for a woman, better than other occupations available to a woman, "nice job" good career for a woman. Natural woman's job (no reference to family or maternal situation). Not too demanding for a woman.

Stop-gap position: accepted as a tentative position before marriage, etc., easy to leave and reenter after having a family. Universally available for women, e.g., if husband moves, etc.

Good preparation for motherhood: learning about and understanding children; motherhood good preparation for teaching.

Fits with woman's natural understanding of children: maternal instinct, natural liking for children.

It will be noted again in Table 16 that the emphasis is upon opportunities for service and upon general satisfactions to be derived from the teaching profession. However, particularly in the case of women, there is recognition that income is adequate and probably will improve, a view taken more frequently by younger women teachers than by those older.

Table 16. Sources of satisfaction in teaching as reflected in reasons for recommending that a son or daughter go into teaching, by age, sex, and marital status.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-64	20-34	35-49	50-64	20-34	35-49	50-64	SW	MW	MM
Why Recommend Son Go into Teaching? (MP)												
Very satisfying (nonspecific)	20	10	12	18	8	12	27	31	10	14	12	22
Has qualities of good teacher	15	14	12	8	9	17	11	6	7	13	12	9
Opportunity for service	18	19	9	8	11	21	15	26	15	13	14	18
Prestige, status, recognition	3	10	5	3	2	13	14	8	8	5	7	11
Adequate income, & will improve	5	0	9	5	6	10	9	10	15	7	7	11
"Important job"	5	14	12	13	5	7	13	8	5	10	8	9
Why Recommend Daughter? (MP)												
Very satisfying (nonspecific)	21	14	13	18	20	19	13	15	8	16	19	12
Has qualities of good teacher	6	10	13	6	8	17	5	5	6	10	11	5
Opportunity for service	16	28	12	10	6	14	6	10	14	22	11	10
Prestige, status, recognition	13	10	14	10	12	17	14	8	8	13	13	11
Adequate income & will improve	33	19	14	26	12	14	24	15	27	22	17	23
Security	5	0	8	3	5	2	8	8	12	6	3	10
"Important job"	10	5	14	10	6	3	9	6	1	11	6	6
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in this table.

Beyond these two trends, little in the way of age differences of a reliable sort appeared, though older men teachers seemed much less willing to view teaching as very satisfying (though with source of satisfaction unspecified) than did younger male teachers.

Sources of Dissatisfaction and Frustration in the Teaching Profession

Questions designed to get at frustration experiences and sources of dissatisfaction paralleled almost exactly those utilized to get information bearing on satisfactions. The responses that subjects gave regarding the one most frustrating thing about the teaching profession, and other frustrations, were classifiable in the following categories:

Financial: poor, inadequate salary; financial necessity of holding outside job; "genteel poverty"

Advancement: lack of opportunity (no reasons); uncertainty of requests for promotion; unfair practices in promotion (contacts required, too much politics involved, not "what" but who you know); advancement not rapid enough.

Lack of recognition of a good job (not specified as to: by parents, "by administration," or other classifiable category); lack of merit system, equal pay for equal service (state laws of equality); salary schedule prevents these; no opportunity to have sense of accomplishment.

Frustration of general nurturance need: can't meet the needs of individuals; don't do as much for the pupils as would like; failure (unable) to "reach" some children (reference to inability to help or reach certain groups without explicit reference to homogeneous grouping coded here).

Explicit reference to need for or criticisms of homogeneous grouping: inappropriate placement or grouping of pupils; lack of homogeneous grouping, or heterogeneous grouping; pupils promoted by age; unqualified youngsters in difficult subjects; pupils who shouldn't be in this type of school; bright pupils can't take the subject (due to scheduling problems); children in regents' groups who don't belong there.

Can't see the outcomes or results of your work.

General criticism of pupils today (i.e., pupils in general or criticism not qualified with respect to specific school or class): laziness, lack of interest and curiosity, "I don't care

attitude; youngsters just awaiting age to leave; bright pupils who don't work, dull children; having to work with low I.Q.'s to exclusion of bright pupils; lack of respect for authority; lack of courtesy; children must be "entertained;" teacher is a baby sitter or policeman, many discipline problems; poor taste (i.e., music, art).

Dislike of specific teaching assignment: courses has to teach; teach in one school one day another another day; criticism of students growing out of specific teaching assignment.

Lack of respect for teachers and for education: in general from public, parents, pupils; lack of recognition of teaching as a profession; low social status of teachers; feeling of "being left out" because is teacher.

Dislike of, difficulties with, personal criticisms of associates: problems among teachers, general dissatisfaction with colleagues; some teachers cause friction (immature); professional jealousy, teachers fail to assert selves (take no voice).

Overloading of teachers: load too heavy, not enough time for everything (not specified) classes too large, too many preparations, many extra duties, clerical work; outside time taken up with school work, too many papers to correct; too many interruptions, no break in day, no free periods.

Lack of understanding of teachers' job from parent and community: lack of interest, last minute interest, lack of support, no cooperation from parents on home work, discipline.

Lack of autonomy or lack of influence on program of teachers: overcontrol by administration or supervisor, lack of authority re discipline (must rely on administration); teachers not treated like adults by administration; can't make own program, teachers have no voice.

Easy to get in a rut, out of contact with the world, develop "teenage mentality," no time for self improvement.

Poor physical plant: poor, inadequate, rundown physical plant, unattractive and unpleasant physical facilities, lack of adequate lavatories, smoking rooms.

Lack of support or encouragement from administration: lack of support in discipline, teacher-pupil conflicts - has to handle "problem kids" he can't

handle, lack of help, orientation from administration, supervision; general inadequacy of administration.

Lack of adequate up-to-date facilities and/or materials: lack of books, supplies, equipment, materials, instruments, lab facilities, lack of money for, having to spend own money for supplies.

Poor curriculum or program: unrealistic syllabus, need for more structured curriculum; inadequate teachers; curriculum leaves out some important matters.

Large classes (implication not of overwork, but inability to meet needs of individual or provide optimal learning situation under large class conditions:

In this set of responses, as shown in Table 17, two sources of dissatisfaction stand out. First is the matter of general criticisms of today's pupils. That teachers who get major satisfactions from helping and relating to children would be particularly sensitive to the character of the student body might well be expected. It will be recalled that the nature of the student body constituted one of the major sources of satisfaction, and in the present table the general character of today's pupils was pointed to as a major source of frustration in teaching. The fact that this category stands out both in a positive sense as a source of satisfaction and in a negative sense as a frustration emphasizes perhaps more clearly than any other item of information the importance of affiliation and nurturance needs in the careers of teachers. It should be recognized, of course, that criticisms of pupils may reflect primarily a sense of personal inadequacy on the part of the teacher that is projected into the pupils rather than accepted as a personal defect. But whichever the interpretation, the importance for the teacher's satisfaction of effective relating between teachers and pupils is evident.

A second source of dissatisfaction which stands out in the data is that of overloading. Teachers complained of too heavy loads, not enough time for everything demanded of them, too large classes, too many preparations, extra school duties, clerical work. Those who suggest that many of the routine chores might be taken off teachers' shoulders by the employment of clerical-type assistants would presumably find many a supporter among teachers. It is noteworthy that women tended to emphasize this source of dissatisfaction reliably more frequently than men.

Several other sources of dissatisfaction --- financial, lack of autonomy, lack of administrative support --- appear frequently enough in the teachers' responses to be included in the table under the criterion of including any category where

Table 17. Basic sources of dissatisfaction and frustration in teaching, as indicated by percentage of various groups who gave various responses (a) regarding teaching in general, (b) their particular positions, and (c) reasons for not recommending a son or daughter to go into teaching.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
What about Teaching is Most Frustrating? (SP)												
Financial	0	0	0	0	0	3	11	10	10	0	1	11
Gen'l. criticism of pupils	34	28	40	40	36	30	37	18	30	37	35	30
Overloading of teachers	16	28	15	14	19	14	11	8	8	17	16	10
What Other Frustrations? (MP)												
Financial	2	0	5	5	2	3	15	10	8	3	3	12
Gen'l. criticism of pupils	26	10	27	27	12	22	16	13	19	25	21	17
Criticism of associates	15	0	2	3	5	6	9	13	6	7	5	9
Overloading of teachers	29	24	27	29	27	26	16	16	16	28	27	16
Lack of autonomy	5	5	6	5	3	1	8	5	15	5	3	10
Lack of administrative support	10	14	7	3	6	3	9	15	9	9	4	10
What Disliked about Current Job? (MP)												
Financial	0	5	0	5	3	2	15	6	7	1	3	10
Lack of recognition, prestige	8	19	6	6	5	12	12	8	7	8	9	9
Ineffective administration	13	0	6	21	14	8	14	8	11	8	13	12
Poor educ. program	41	28	26	43	28	28	27	29	26	31	32	27
Poor physical facilities	29	24	8	16	11	10	16	16	8	18	12	14
Job too demanding	10	10	8	22	16	12	3	11	4	9	16	6
Activities in occupation	15	--	2	6	6	3	6	15	3	6	5	7
Nature of student body	28	24	39	22	23	31	20	11	20	32	26	18
Nothing disliked	11	10	14	10	17	14	14	21	24	12	14	19
Why Not Recommend Children go into Teaching? (MP)												
Salary poor (son)	46	38	22	50	34	21	18	24	36	33	33	26
Too many problems and frustrations (daughter)	3	10	11	5	5	4	3	5	16	8	5	8
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "SP" (Single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

at least 10 per cent of one of the total groups responded. Nothing much is worthy of comment regarding these categories beyond the fact that they occurred much less frequently than the two sources of dissatisfaction discussed above. It is perhaps significant, and reasonable, that reliably more married men emphasize financial problems as a source of dissatisfaction than did either single women or married women.

The same general findings appeared in the case of disliked features in current job, as will be noted a few paragraphs hence. The categories into which the disliked features of the current job were classified follow:

Financial considerations: poor salary or pay; pay not equal to responsibilities; poorer, lower pay; no opportunity for extra income (summer, outside work.)

Lack of advancement, no or little potential for advancement: no future there; "outsiders" brought into advanced positions.

Lack of sense of accomplishment (other than advancement or achievement): can't see results of teaching; can't see pupils' progress; unable to do as much for children as wanted to; could not see outcomes of work.

Lack of recognition, prestige, respect: system losing prestige, declining in prestige; low prestige of subject taught; lack of respect from parents, pupils, townspeople (pupils feel superior to teachers); teachers looked upon as servants; low grade job, low prestige job.

Autonomy opportunities lacking: no opportunity for self direction, independence; couldn't develop own department, run own program; couldn't do as I pleased; teachers (self) given little responsibility; no personal freedom; undemocratic school atmosphere; no academic freedom; associates narrow minded; rigid schedule, punching clock; personal life controlled by townspeople; autocratic administration; too much regimentation, too much supervision.

Weak, ineffective (or disliked) administration: no support, help from administration; no or poor supervision; administration always criticizes, administration never praises teacher; administration treated teachers like children; did not respect teachers.

Undesirable educational program, procedures and policies: poorly organized school, poor program, large classes, low standards, equipment to maintain; many interruptions to teaching; too much clerical work; had to cover several schools, kids not appropriately grouped; not enough periods for good youngsters to take electives; no free periods (students); program caused tension among teachers; "music was about only thing pupils had" (inadequate program); quality of teaching personnel varies greatly.

Poor or inadequate physical facilities, equipment and supplies: lack of adequate, up-to-date materials, equipment, supplies, books; poor physical facilities (classrooms, light, heat, overcrowding).

Job too demanding: heavy schedule, hard work, bad hours, too fatiguing, no free periods, no free time; hot, hard work in summer; "a rat race."

Disliked activities involved in occupation: didn't like subject I was teaching; was not in line with training.

Insecure, unstable job: didn't have tenure, couldn't settle down, likely to be moved.

Community inconvenient to or too far from other sources of satisfaction: too far from university, home, parents, fiancée; isolated community.

Community undesirable: poor living conditions, "violent neighborhood," community isolated; disliked climate, geography, countryside; congenial neighborhood; "such a tiny community."

Not enough opportunity to interact with children: couldn't get "close enough" to pupils; not enough time to give pupils individual attention.

Unsatisfactory nature of student population: poor pupils to work with; lazy, disinterested, low ability, too easily distracted; many transients; many discipline problems; many foreign, negro; low social class children; disliked age level assigned.

Affiliation needs frustrated: unfriendly associates, didn't like or get along with associates; lack of social recreational activities; new teachers not accepted by faculty; teachers age (older,

younger): crude, uneducated associates.
(Refers only to peer group)

General negative descriptions of job: unchallenging, unstimulating, boring, monotonous work.

Nothing disliked, not much: answers only in positive terms.

It is noteworthy that the category mentioned most frequently as a feature disliked about current position was a poor educational program. Again, the nature of the student body came in for a major share of criticism, with women being reliably more critical than men. It is interesting that this sex difference did not appear in the category, "general criticism of pupils," relating to the "most frustrating" aspect of teaching in general. A difference in the same direction, but not a reliable difference was noted. Little in the way of age trends appeared, though it is perhaps noteworthy that older women teachers (both married and single) were less critical of the educational program and older single teachers were less critical of general physical facilities.

Although salary considerations did not appear as a major source of dissatisfaction either when attention was focused upon the profession as a whole or upon particular job, it did stand out quite strongly when the question was raised as to why subjects would not recommend a son going into the teaching profession. This was the only item which appeared frequently enough to meet our usual criterion for including in the table, and it is to be noted that about a third of our respondents expressed this criticism of the teaching profession. Age differences were reliable with the trend being reversed for the sexes. Older men and younger women were more critical of teaching salaries.

It will be recalled that the vast majority of our subjects would recommend that daughters go into the teaching profession and this fact accounts for the rather infrequent emphasis upon reasons for not so recommending. The only item which reached our criterion for inclusion was the general one of "too many problems and frustrations," and as the table shows this does not appear very frequently. The categories used for classification of these responses are detailed below.

Would prefer he or she did something else (occupationally): (no reasons given, may or may not give job title)

Better opportunities elsewhere: (area may be specified, e.g., business or industry, but nature of opportunities not specified) capable of being more than a teacher; many other careers open to women now.

Salary poor: not equal to service rendered or education required; low beginning salaries; much more

money elsewhere for same education and effort;
not enough money to support a family.

Lack of opportunity for advancement: dead end job.

Too many problems and frustrations: discipline; students are frustrating and not interested; job too difficult now, too clerical; teaching breeds nervousness and tension; exhausted at end of day; nervous strain.

Not professional: lack of status, respect, prestige of education in general and of teachers, or male or female teachers; "teaching is a woman's job;" unable to gain respect or prestige as a teacher, regarded as a public servant; merit is not recognized.

Lack of autonomy: too many bosses; no opportunity to try own ideas or new ideas; criticisms of administration, superintendent, etc.

Not much opportunity to meet eligible men: not much opportunity for marriage, would rather she married became housewife, mother, homemaker.

Dull, petty, uninteresting associates (fellow teachers).

Still another question was asked for the purpose of eliciting information regarding sources of dissatisfaction in teaching, but in this instance the question was designed to be as impersonal as possible: "Quite aside from your own personal satisfactions or dissatisfactions, what changes in the teaching profession would make it more attractive and satisfying profession to teachers in general?" The categories into which our respondents' replies could be classified are listed below:

Better salaries or income possibilities: salaries higher, equal to other professions, enough to eliminate need for outside job, keep up with the cost of living.

Better promotion or advancement opportunity or policy: promote from within system or school; clear objective requirements; less control by single persons (principal, superintendent, etc.), less politics, contacts, definite procedure for recognition of individual teachers, more emphasis upon performance and less upon degrees; improve opportunities for advancement; make possible for teachers to advance without going into administration.

Improve status of teaching as a profession: unspecified or through: better organization, setting own salary and standards, code of ethics, elimination of unqualified and incompetent teachers, higher standards for entrance into the profession, higher certification standards; stop apologizing for being teachers, select only best youngsters for FTA.

Improve prestige and respect for teaching: more respect for teachers from public, parents; more respect for education in general from public, parents; stronger support of subject area.

Better teacher preparation re subject matter: more emphasis on subject competence than education courses; broader subject competence, more teachers from LA colleges.

Better teacher preparation re professional skills: more practical education courses; stress class control and discipline methods, mechanics of teaching (register); more (more varied) practice teaching; eliminate useless courses; more realistic approach to teaching in training rather than theory; more school after teaching.

Improve fringe benefits: sick leave plans, group insurance, pension benefits; subsidize further study; subsidize attending conventions and conferences; make study expenses deductible (income tax); provide more conveniences such as teacher lavatories, smoking rooms, etc.

Improve type of people going into education: more men, more competitive or aggressive or courageous, less security minded; need for leaders.

Lighten, equalize teaching load: (thereby give opportunity to teach more effectively); smaller classes, less preparations, less interruptions, less extra duties, less clerical work; provide more time for individual help; more free time in day; free time for personal growth; more teachers.

Improve materials (for more effective teaching): more, better, up-to-date books, materials, equipment, supplies, instruments, facilities; physical facilities (directly related to teaching); more use of audio visual aids, movies.

Improve administration as related to teachers: more democratic, less autocratic, less pettiness, less purposeless meetings, better teacher-administration relationships.

More effective use of teacher personnel: give more responsibility to teachers, advisory board to superintendent, greater part in curriculum planning through committees or suggestion plan; more freedom to try new ideas; better use of talents of staff.

Stronger support from administration: re discipline, other teacher-pupil conflicts, teacher-parent conflicts; strict discipline based on definite policy.

More helpful supervision (especially for beginning teachers); more help, orientation for beginning teachers; keep criticism constructive; offer help but do not force it; specifically outlined duties.

Parent, public support: more understanding of teacher's job, working together through individual conferences; more support from politicians for budget, etc.; more parent support re homework, etc.; more home training in discipline.

Raise standards for the pupils; have stricter promotion requirements, allow earlier elimination of problem children or extremely dull children.

Improve physical plant: less emphasis on "show" (gyms, auditoriums, etc.) in new buildings; less elaborate new schools; improve old buildings before building new ones; provide own classroom; provide teachers with private office or office space.

Improve placement or grouping of pupils: (for more effective teaching): homogeneous grouping (by ability, interest, motivation); have 3-track system (dull, normal, gifted); provide special classes.

Improve curriculum: apprentice cooperative programs for non-academic pupils; vocational H.S.; student personnel services; more stress on basic skills (in elem. or sec. schools); less "frills" or extracurriculum activities; don't force art etc. on those who don't want it.

The percentage of subjects giving responses which could be fitted to the various categories are shown in Table 18. It will be noted, first, that a great many more sources of dissatisfaction come to light under this type of questioning. Dissatisfaction with income turns out to be especially marked, reliably more so in the case of men than women, and more so in the case of younger individuals than older individuals regardless of sex. Teaching load again appears as a matter of some

Table 18. Sources of dissatisfaction in teaching as reflected in percentage of various groups who indicated various aspects of the profession of teaching that could be improved to make the field more attractive.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
Better income	57	43	30	58	39	36	66	54	47	41	43	57
Better advancement opportunities	5	5	5	5	5	9	12	6	11	5	6	11
Improve status of teaching	16	14	5	22	8	17	32	20	16	10	16	24
Improve respect for & prestige of teachers	13	19	12	16	6	18	18	24	9	13	14	17
Improve fringe benefits	3	24	5	8	17	12	11	10	12	7	12	11
Equalize teaching load	42	38	37	40	41	38	27	18	21	39	39	23
Improve materials	13	14	7	16	6	12	11	11	11	10	12	11
Improve administration as related to teachers	6	19	12	3	5	4	8	3	11	11	4	8
Stronger administrative support	13	10	11	8	9	7	8	8	9	11	8	8
Better parent, public support	16	14	14	10	5	10	15	13	11	15	8	13
Raise standards for pupils	8	10	7	2	17	11	5	6	12	8	10	8
Improve placement or grouping of pupils	8	19	18	14	12	18	4	5	14	14	15	8
Improve curriculum	10	19	9	10	12	11	9	5	10	11	11	9
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: Responses of a single individual might be classified in one or more categories. Thus the totals are more than 100.

concern, reliably more frequently in the case of women than men. And here, for the first time in our analysis of dissatisfaction, appears some concern about the status of the teaching profession and the degree of respect shown teachers as individuals. Men, particularly younger men, mention the need to improve status of the teaching profession. The reader may examine other categories in the table which interest him, and note also the categories which did not achieve sufficient frequency of mention to appear in the table.

It is noteworthy that an examination of the relative frequency of various dissatisfactions among the middle age groups compared to either the younger or older groups shows no support for the hypothesis that among teachers there are more occupational frustrations at this age. Lacking comparable data for other occupational groups, it is a bit difficult to know how to interpret these findings. One suggestion, of course, is that public school teachers as a group are not sufficiently career oriented to encounter the frequently hypothesized frustrations that presumably occur at mid-career when time is running out and there is recognition that progress in career has not been as rapid as hoped for. The lack of evidence for such mid-career disturbance evident in the age data for specific dissatisfactions is consistent with the findings presented earlier for general satisfaction with career.

Evaluations of Selected Aspects of the Teaching Profession

The bulk of the questions asked in the interview were open-ended. In various ways, in response to a variety of questions designed to approach the matter from different angles, the subject was given the opportunity to express his general satisfaction with the teaching profession and the sources of the dissatisfaction and satisfaction that he experienced. It seemed desirable toward the end of the interview to focus attention on a number of specific issues. The interviewer commented: "Next are some specific issues we would like you to comment on. Again, you have already expressed views on some of them, but we want to ask everyone we interview to comment specifically." Subjects were asked to comment on their evaluation of the present situation and to offer any suggestions they may have where improvement seemed needed. The specific questions asked follow:

"What improvements or developments in or out of the school system will enable you to do a better job of teaching young people than is now possible?"

"Are there adequate opportunities for advancement in educational work?"

"A related question: Do you believe that definite provisions should be made for recognizing merit and excellence in teaching? What methods or provisions would you suggest?"

"What do you think about the status of teaching as a profession?"

"How do you feel about "tenure"?"

"Is the social status of teachers in the community satisfactory?"

"Is the salary situation adequate now?"

"Are the demands on teacher's time by school and community, beyond regular teaching duties, reasonable?"

"Do you think the relationships and interactions of teachers with parents of pupils are adequate?"

By such questions we hope to get insights into feelings of teachers regarding certain issues which on a priori grounds would seem to be sources of difficulty. However, these questions were asked at the end of the interview. Since time was short, probing tended to be less adequate and there was less urging by the interviewers to answer questions. Perhaps this circumstance accounts for the large proportion of cases which fell in the "no data, no response" category. On the other hand, since this category includes also responses such as "don't know," "no suggestions," "seems O.K.," the pile up of individuals in these categories may reflect a lack of interest or lack of thought about the issues.

That the latter may be the case is suggested by the fact, as Tables 19 through 22 show, that although the total groups of the several sex and marital status categories differed very little in the proportion using this response, clear age trends were apparent in the data for certain groups, particularly women. In the bulk of the comparisons in the "no data, no response" category it will be noted that younger women were much more likely to have a response than were older women, suggesting a certain "withdrawal" or loss of ego-involvement on the part of women who have been in the profession for a long time. In only a few instances do the age differences among men prove reliable, but here again it is the younger man who is more likely to make a positive statement, and thus avoid a response that would be categorized in this way.

The findings with respect to advancement opportunities were presented in Section II of this report. First to be considered here are the responses to the question having to do with the types of improvements or developments which

would enable teachers to do a better job of teaching young people. The data are presented in Table 19, the categories of information presented there being selected from the following categories in which responses were classified:

Lighten teachers load (general): less preparations, less clerical work, fewer interruptions, assistance for non-teaching duties (teacher aides), more teachers, time to rest. (Code here if no mention on individualization of instruction.)

Opportunity for more individualized work with pupils: smaller classes, time for individualized work, time for oral practice of language (to code here there must be specific mention of individualization).

Better pupil placement and grouping: have homogeneous grouping, better grouping of pupils, get dull children out of good classes, special classes for special pupils.

More and better teaching materials, facilities: more up to date materials, books and supplies, libraries, AV aids, exclusive of buildings facilities.

Better buildings: major facilities such as more classrooms, auditoriums, gyms, office space.

General improvement of educational standards: better or different preparation of pupils in elementary schools; tighter exam system for entrance into secondary school; lower compulsory education age.

Improved curriculum (including time devoted to subject and scheduling): more flexible elective program; provide better curriculum for those who need it; less extra-curricular activity; enrich curriculum of individual subject; longer class periods or more periods; more freedom in what can be taught.

More and better guidance programs: follow ups, better pupil personnel programs, more readily available test results.

More emphasis upon subject matter preparation of teachers. (Include here even if reference to more subject matter also includes reference to less theory, method etc.)

More emphasis in professional education courses on practical teaching, less emphasis on theory,

Table 19. Percentage of the several age groups who gave selected answers to the question: "What improvements or developments in or out of the school system would enable you to do a better job of teaching young people than is now possible?" Answers are multiple-punched.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
Lighten teachers' load	18	28	17	27	25	19	20	18	19	19	23	19
Opport. for more individual work	16	28	19	29	16	20	18	13	15	19	21	16
Better pupil grouping	18	19	12	10	16	9	15	10	14	15	11	13
Better, more teaching materials	33	38	27	27	31	21	37	34	38	31	26	37
Better facilities	20	0	9	11	14	4	7	15	2	12	9	7
Improved curriculum	18	28	13	14	12	16	12	6	18	17	14	13
Better community support	5	14	9	11	5	7	16	11	7	8	7	12
Better parent support	26	5	12	19	16	14	18	15	9	16	16	14
Opport. for self-improvement	6	5	6	11	5	6	12	6	9	6	7	10
Better pay	2	5	1	5	0	0	15	2	3	2	1	8
No data, no response	8	14	28	16	30	34	15	28	24	19	28	21
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

(reference to more theory, etc. in NEC), recommended changes in practical education courses.

Improvement of school discipline: tighter discipline, more backing up by administration in discipline. (Code here references to discipline that suggest or criticize action or lack of action on part of school, or simple reference to discipline that does not specify home or simply decry undisciplined nature of young people.)

More help and support from administration and supervisor: more meetings, more orientation for new teachers, better coordination among teachers in department. (Do not code support for discipline here.)

Better administration generally: includes miscellaneous criticisms not elsewhere classified, where fault of the administration is specified.

Better understanding of and/or support for education on part of community in general: from industry and from politics, freedom from outside interference.

Better understanding and support for education on part of parents: more support from parents in homework, discipline and attendance, meetings between parents and teachers, better understanding of children by parents.

Greater or better opportunity for self-improvement of teachers: more aid for teacher in graduate degree programs, more time for teacher to study and improve, opportunity for teachers to observe other teachers, in-service training programs.

Different (better) type of people in education: more men in education, better attitude of people in education, more competitive people in education.

Better pay for teachers: more pay for men teachers to avoid working outside.

General criticism or needed improvements regarding youngsters in general: make pupils more serious, interested, motivated, etc.; young people today are undisciplined, poor mannered, etc. (the general nature of young people in today's society), criticism of pupils' tastes (TV, radio, etc.); lack of positive attitude toward education and personal achievement; general criticism of values of society which effect or are evidenced in child's behavior and values.

The above list serves to specify in greater detail the meaning of the categories used in the table, and also to indicate those categories which did not appear often enough to reach our criterion for inclusion in the table. It will be noted that the main desire on the part of all three sex-marital status groups is for better and more teaching materials. Approximately a third gave this response, with reliably more married men than married women indicating this theme. Next in importance, but with much less frequency of mention, were the two categories "lighten teachers load" and "opportunity for more individual work" with pupils. There are remarkably few age trends in the table, except those in the "no data, no response" category where it is seen that older individuals tended more frequently to have no particular evaluation to make. It is of passing interest that the matter of financial return barely qualified for inclusion in the table on the basis of the fifteen per cent of young married men responding. As would be expected, among the total groups married men gave this response reliably more frequently than did the women total groups, though only eight per cent mentioned it.

The next table (Table 20) presents the responses of the teachers interviewed regarding the professional and social status of teachers. Their replies regarding questions having to do with professional status were classified into the following categories:

Status good: Very high, excellent, favorable, good, quite satisfactory, feels it is a profession with no qualifications.

Status medium: not as high as some but not as low as some, pretty good, OK, good but, etc. (any indication that it is average professionally or that some are above and some below, etc.), not as high as some, fair.

Status low: lower class profession, professional but low status, quasi or semi-profession, sometimes thought of as profession sometimes not, unstable, not as high as most, not very high.

Not a profession: don't know if it is a profession, only teachers think it is a profession (reasons may be given, i.e., low salary).

Status improving: higher than previously (but still room for improvement) (reasons may or may not be given, i.e. "sputnik," current interest in education, etc.), promising.

Declining in status: not as high as it used to be, no progress being made in professionalization, at a standstill.

Table 20. Percentage of the several age groups who gave selected answers to questions regarding the professional and social status of teachers, and suggestions for improving that status.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
Opinion of Prof. Status of Teaching (MP)												
Status good	13	0	15	13	12	19	5	8	11	13	15	8
Status medium	11	0	2	8	8	4	6	5	0	5	6	4
Status low	21	10	12	18	6	11	16	15	16	15	12	16
Status improving	16	24	24	11	19	17	12	20	17	21	16	16
Deserves to be higher	15	24	13	21	9	8	9	6	9	15	12	8
Not a profession, or a doubtful one	8	19	11	6	6	6	20	8	9	11	6	14
No data, no response	13	24	27	8	28	36	21	31	24	22	25	24
How Improve Prof. Status? (MP)												
Improve tchrs. attitude toward education	16	10	11	22	14	6	12	10	12	13	13	12
Admit only the competent teacher	20	19	8	13	5	9	16	8	17	14	9	15
Raise teacher college standards	13	10	9	13	5	2	9	3	5	11	6	6
Stronger professional association	11	14	7	8	8	4	12	11	11	10	6	12
Raise salaries	18	19	8	18	11	10	23	18	16	13	12	20
Better public relations	11	5	8	16	8	4	10	11	14	9	9	12
Change in public attitude toward education	8	10	8	10	16	11	12	8	7	8	12	10
No data, no response	28	38	46	24	41	61	32	41	42	38	44	38
Opinion of Social Status of Teachers (MP)												
Satisfactory	54	33	42	50	44	40	40	46	35	46	44	40
Unsatisfactory	10	10	12	10	6	1	15	10	18	11	5	15
Better elsewhere	15	5	7	16	6	7	9	6	12	10	9	10
No data, no response	24	43	37	16	36	42	31	34	34	33	33	33
How Improve Social Status? (MP)												
No data, no response	82	77	77	79	80	87	73	83	81	79	82	79
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Depends: on social class or financial status or those judging, some people think its high some not.

Depends on geographical location, size of community, etc.: varies from locality to locality, comment on this community with inference it is different elsewhere, "in some communities."

Deserves to be higher: not what it might be, deserves to be higher, would like it higher.

Negative criticisms of teachers re membership in profession: there are many in profession not qualified, depends on the individual, teachers tend to degrade themselves, should not have high status with low education (other criticisms of teachers individually or as a whole).

The suggestions for improvement of the professional status of teaching were classifiable into the following categories:

Improve quality of education or of individual subject: meet the individual pupil's needs better, do a better job (if specific suggestions code below as appropriate, improve academic standing of individual subject.

Improve teachers' attitudes toward teaching: stop teachers from talking education down; better cooperation among teachers (except in regards to organizations as in item 4 below); teachers should not be afraid to take a stand on issues; teachers should take a stand in community; also general criticism of teachers.

Attract and admit only competent people in education: insist on strict certification requirements; teachers colleges more selective; raise standards for entrance into teaching; get rid of people not certified.

Raise standards in teachers colleges: give better preparation in both techniques and subject matter (with or without exclusion of other); improve quality of teachers colleges, individual teacher should continue to study.

Stronger professional association: one strong association rather than many small ones; use methods of other professions like medicine or law; evaluate or change professional practices; write and enforce strict code of ethics; teachers should run their own profession.

Improve conditions in teaching: improve administration's attitude toward teachers; have teachers do teaching work only, leave clerical work to someone else; if teaching conditions are improved better people will come in; improve discipline situation and reduce violence in schools.

Raise salaries.

Publicize positive accomplishments of education: better public relations, closer cooperation with parents, publicized honor people who have excelled in education or connected literary fields, more publicity about school and its problems.

Change public attitude toward education in general: make possession of knowledge desirable; re-educate public re importance of education; instil positive attitude toward education in children in school; basic change in attitude of community is needed.

Increase general respect for authority in the public: parents, parents should instil respect for authority and teacher authority in their children.

The top portion of the table makes it clear that teachers have strong doubts about the professional status of their occupation. Less than a fifth were willing to assign it "good" status, though about the same proportion thought the status was improving. About a tenth were doubtful that teaching qualified as a profession. Although the differences are not large, the data for the total group suggest that men are even less confident than women regarding the professional status of teaching, a number of these comparisons involving men being reliably different from women. The young men, reliably more frequently than the older ones, expressed doubt that teaching is a profession. As will be noted, about a quarter of our subjects failed to give a reply reflecting a judgment of status, this occurring reliably more frequently among older than among younger women with little age difference among men.

How can the professional status of teaching be improved? This is a difficult question to answer, a fact which is suggested by the fact that some forty per cent gave no suggestion. Again, older women were notably lacking in response. In general, suggestions for improvement are scattered, with no particular category coming strongly to the fore. Nor are age and sex differences prominent. Of all the comparisons possible in these suggestions for improvement categories (other than the no data category), only four are statistically reliable, not much more than would be expected by chance.

More individuals were willing to express the opinion that the social status of teachers was satisfactory than was true of professional status, slightly in excess of forty per cent so responding. But about a third expressed no judgment, and, as before, this response characterized older females much more frequently than those younger. Our subjects seemed completely at loss as to how the social status of teachers might be improved. As noted in the table, four out of five gave no suggestions in response to this question, and none of the various categories used to classify the responses of those who did respond appeared frequently enough to warrant inclusion in the table.

For the record, the responses regarding evaluation of the present social status of teachers in a community were classified into the following categories:

Satisfactory: yes, is satisfactory, etc., if "yes" answer is given, it is coded here no matter how qualified.

Unsatisfactory: could or should be improved, indicates is not satisfactory, if "no" answer is given is coded here no matter how it is qualified.

"Yes" and/or "no": implication situation may be different elsewhere, depends on location, size and nature of community, depends on social class of those doing the judging.

Yes and/or no: depends on whether man or woman, subject taught, is satisfactory to some people, not for others depending upon the needs of the individual for satisfaction.

Improving: increasing, changing in favorable direction, can hope for better status, has improved.

Declining: decreasing, worse than it used to be.

Individual's status does not depend upon occupation: teacher's status will vary depending upon individual personal or other qualities, status depends on individual.

People regard teachers as incompetents: can't get any other job, public thinks anyone can teach.

Teachers are restricted in community: stereotyped behavior expected, e.g., disapproval of common activities, teacher is segregated, different.

Low salary decreases status: forces teacher to stay out of public life and to curtail social activities, teacher is pitied because he has to live from hand to mouth, there is a materialistic evaluation of society.

The responses regarding suggestions for improvement of social status were classified into the following categories:

Improve professional status of teacher or profession (not otherwise specified)

Change attitudes of public toward education and teachers, a general attitude of respect for education on part of public.

Greater participation of teacher in community affairs, join local organizations made up of professional and technical people.

Encourage more parent contacts, PTA.

Improve teaching profession through stronger professional standards, stricter requirements for certification etc., being more selective, attract better or more dedicated people into teaching.

Better public relations, closer interaction between school and community, let community know what we are doing, more publicity.

Higher salaries.

More self respect of teachers, think of themselves as professional, better mutual respect among teachers and administrators.

Teachers should improve, teaching, social behavior, appearance etc.

Remove social restraints on teachers.

Of course, as is often true, what is not said may be just as interesting and perhaps more important than what is said. The above categories indicate the types of responses that appeared, but only very infrequently.

What now about the demands on the teacher's time and their relationships with parents? In general, despite the fact that this item came up with some frequency in earlier analyses (in the sense of "overloading"), when asked directly the teachers interviewed seemed to have no very strong objections to what was demanded of them. Table 21 contains relevant information. Between thirty and forty per cent indicated demands were reasonable, less than a sixth said

Table 21. Percentage of the several age groups who gave selected answers to questions regarding demands on time and relations between teachers and parents, and suggestions for improvement.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
<u>Are Schools' Demands on Teacher Time Reasonable? (SP)</u>												
Yes	44	28	32	39	27	30	40	39	41	36	31	40
No	13	28	15	19	14	8	13	13	10	16	13	12
No data, no response	15	28	31	14	33	41	27	33	32	25	31	30
<u>How Improve Demands on Time? (MP)</u>												
No data, no response	67	57	72	66	66	84	67	82	86	68	73	77
<u>Are Relations Between Parents & Teachers Adequate? (SP)</u>												
Adequate	2	24	14	14	12	16	9	15	17	11	14	13
Not adequate	33	33	28	34	34	22	39	24	18	31	29	29
Don't see the parents need to see	13	5	11	10	5	4	6	6	9	11	6	7
Parents unwilling to cooperate, etc.	8	0	7	13	6	6	9	10	11	7	8	10
No data, no response	15	24	31	14	33	41	27	34	32	24	31	30
<u>How Improve P-T Relations (MP)</u>												
More PTA and other social contacts	23	5	7	26	9	10	15	13	9	13	14	13
No data, no response	33	52	61	34	50	59	36	46	57	50	49	46
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

they were not reasonable, and somewhat more than a quarter had no particular judgment. And almost three-quarters had no suggestion for improvement. Since these categories of response are fairly obvious, detailed descriptions of categories are not given.

When teachers were asked regarding the adequacy of relations between parents and teachers, they seemed generally to believe that such interactions were not adequate. Although somewhat more than a quarter expressed no judgment, more than twice as many indicated inadequate interactions as indicated adequate interactions. Younger individuals seemed to feel the greater inadequacy, this appearing in the case of single women in the finding that reliably fewer of the youngest group than of the other groups thought interactions were adequate, and, in the case of men, with reliably more younger individuals than older reporting that interactions were not adequate.

Suggestions for improvement are another matter. As noted in the table, about half had no suggestions, and the only category of response to emerge with enough frequencies for inclusion in the table related to the development of various means for school centered social contacts, such as PTA and other activities. Younger individuals in all sex-marital status categories gave this type of suggestion more frequently though the differences were reliable only in the case of the two women's groups. Again, older individuals in all three sex-marital status groups were more prone to give no suggestions in answer to this question.

To add meaning to the categories specified in the table, and to indicate types of responses which did not appear often enough to be included, the response categories dealing with opinions regarding the adequacy of parent-teacher interactions are listed below:

No: indication that interaction is not adequate, not specified or qualified below.

Yes: indication that interaction is adequate, not specified or qualified below.

Neutral response: e.g., depends on individual, pretty good, but, other neutral or ambiguous responses.

Not too much contact needed: can be overdone, parents tend to interfere.

Relations are kept at a minimum through fault of teacher or school: can't see parent except en masse one night, parents are working at times they can visit school, teachers do poor public relations job, teachers won't cooperate (or general inadequacy of teachers, school, or administration).

Don't see parents need to see: inappropriate contacts with parents whose children don't need help, don't see the parents you need to see.

Parents are unwilling to come to school or cooperate: not interested, afraid, feel unwanted; parents do not understand (Inadequacy of parents or society as it affects parents.)

Teachers are insulated from parent by administration and counselor.

Varies with geographical area and socio-economic level of parents: some places "yes," some "no," here "yes" other places "no," some departments "yes," some "no."

Only contacts are when child is in difficulty: no relationship except when there is a real problem.

The categories into which the suggestions for improving parent-teacher interactions were classified are given next:

Impossible: there is not enough time, it is too difficult a problem, very difficult problem, never has been successful.

Educate parents and general public to recognize importance of education: try to encourage parent to come, better public relations, keep parents and public informed of what is going on.

Include parents in meetings and activities to make them feel more a part of the school: get parents into the classroom. (An indication that parents should be brought into the actual educational situation.)

Other parent attitude changes (method not stated or covered below): i.e., arouse parent interest, change in attitude of parents.

More parents' nights, PTA, or student activities to attract parents: make PTA more interesting, social night for parents and teachers (mutual activity), make PTA meetings a must (this is different from item 2 in that it refers more to social activity than school activity).

Provide time (on school time) for parents to see teachers or for teachers to make home visits: regular time for parents to meet teachers, reduce load for this.

Arrange regular conferences: individual conferences, mandatory individual meetings with parents (to confer directly about children).

Have more home visits by teachers: halt administrative banning of this procedure, teachers should be allowed to contact parents.

Should be more contact, unqualified or NEC.

Change in attitude of teachers: administration, guidance counselor or school, administration should back up teacher, a change in attitude of a specific teacher.

Although the comparisons between age groups in the three tables discussed in this section thus far are generally not spectacular, one gets an occasional hint that among women it is the youngest group who is most alert and professionally oriented. This comes out most strongly in their willingness to express opinions, the overall trend being reflected in the reliably less frequent inclusion of the youngest group in the "no data, no response" category. But in addition younger teachers seem more sensitive to inadequacies in parent-teacher relations and presumably were more willing to engage in school centered social activities with parents as a means of trying to correct this situation. But it is in the table having to do with reactions to tenure that this becomes especially apparent.

The next table (Table 22) contains data relevant to this last matter, but first the question of a merit system. Although large numbers failed to express an opinion, it is clear that the bulk of teachers believe in a merit system, married men and married women reliably more frequently than single women. With respect to age trends, among single women the notable finding is the unwillingness of middle aged women to express an opinion. Reliably more of the young and the old group indicate belief in a merit system. In the case of married women reliably more of the younger individuals express a belief in the system, and reliably more of the middle aged and older women fail to give a response. When asked for suggestions for improvement, the subjects' responses were classified into categories which fell under suggestions as to how merit might be recognized, criteria for judging merit, and specification of whom should make the judgments. But the only responses that occurred frequently enough for inclusion in the table related to a "means"---to recognize merit by salary increases---and the flat assertion that the merit system would not work. About a fifth gave the latter reply, a proportion which when combined with the number who had no opinion suggests a less than wholehearted approval of such a system even though the largest single group indicated belief in a merit system.

Table 22. Percentage of several age groups who gave selected answers to questions regarding merit system, tenure, salary situation, and suggestions for improvement.

	Single Women			Married Women			Married Men			Total		
	20-34	35-49	50-65+	20-34	35-49	50-65+	20-34	35-49	50-65+	SW	MW	MM
Believe in Merit System? (SP)												
Yes	41	5	37	63	41	42	52	44	63	34	47	54
No	23	19	11	8	6	7	9	15	8	16	7	10
Maybe; yes-no	8	10	2	3	5	2	4	2	1	5	3	3
No data, no response	28	67	50	22	47	47	34	36	28	44	40	30
Suggestions for Improvement of Merit System (MP)												
Recognize by salary increases	18	0	13	26	14	14	14	26	15	13	17	17
Merit system won't work	21	19	24	19	17	21	16	13	17	22	19	16
No data, no response	26	52	41	16	37	48	30	33	23	37	35	28
What About Tenure? (MP)												
Favor it completely	18	48	44	24	28	33	22	21	35	29	29	26
Favor, but makes reference to abuse	16	14	14	18	12	17	12	18	17	15	16	15
Neutral: good-bad	16	5	8	10	6	7	15	11	10	11	7	13
Very bad, necessary evil	15	0	3	22	11	3	9	16	7	8	11	10
Not concerned	15	0	1	8	5	0	3	0	1	6	4	2
No data, no response	11	28	28	10	27	36	19	31	27	22	25	25
How Improve Tenure? (MP)												
No data, no response	47	86	70	53	66	77	60	67	67	64	66	65
Is Salary Situation Adequate? (SP)												
Unqualified yes	24	14	20	13	16	16	13	13	12	21	15	13
Qualified yes	18	10	6	11	9	9	3	2	1	11	10	2
Unqualified no	26	28	21	29	27	24	51	37	46	24	26	46
No data, no response	11	28	27	11	28	38	24	31	32	22	27	28
N	61	21	85	62	64	90	117	61	88	167	216	266

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Again, and mainly for the record since the responses were not too frequently used, the categories in which replies regarding the questions dealing with the improvement of the merit system (including criteria, groups making judgments, and particular shortcomings) were classified follow:

Salary merit raises: salary for extra activities, large salary increases.

Public recognition: public honors or awards, differential job titles (within teaching).

Leaves of absence, subsidized study.

Greater responsibility and influence in school: promotions in added responsibilities, given more voice in administration, let good teachers use abilities to help other teachers.

Teachers should not need recognition: teachers know when they are doing a good job, can see results in classroom, values of education are measured in years to come not present.

Other types of recognition included or excluded: e.g., should not include pay; should not be forced into administration.

General approval of rewarding merit if good methods can be devised: good criteria of results of teaching necessary, need means (unspecified) of evaluation of teachers.

Objective criteria which leaves out personal judgment needed for measuring results: i.e., a composite of pupil promotions, attendance, and referrals, etc. (other suggestions for non-personal judgment such as advanced degrees, publications, etc.), human personality has tended to enter into criteria too much.

Judgments should be made by a committee of teachers or a committee including teachers: or other competent personnel rather than administration alone, criteria should be set up by teachers.

Judgments should be made by administrators: department heads, principals, board of education, or committee of administration; merit systems can be handled by good administrators; administrator should make decisions and stick by them.

Miscellaneous criteria specified or excluded: i.e., based on job analysis, professional behavior and attitudes only, not on progress in class.

Merit system could or would be used as a weapon against a particular teacher: judgments would depend on politics rather than ability, would tend to depend on subject in fashion (i.e. science now), could or would be abused.

Merit system would or could create interpersonal difficulties: poor morale, jealousy, cut throat atmosphere among teachers.

Merit systems can't work: has seen merit systems which didn't work, too difficult to administer, don't see how it could be done, there is no measure possible.

General and miscellaneous shortcomings of merit plans, NEC.

The most interesting aspect of the data regarding the judgments of our subjects on the matter of tenure (see Table 22) is the fact that older individuals tend to give replies indicating that they favor it strongly, whereas those younger give replies indicating awareness of abuse and even outright lack of personal concern with the matter. This probably reflects the commonly observed need for security on the part of older individuals. It is, perhaps, a surprising finding that so many teachers hedge when asked to express an opinion regarding tenure. About a quarter did not express an opinion, but on the other hand, only about a quarter favored tenure completely. And about two-thirds had no suggestions for improving the situation.

The matter of salary came in for a direct question, and the largest single judgment was that salaries are not adequate, with men giving this response reliably more frequently than women, as might be expected.

The general categories in which salary responses might be classified are reasonably clear, and will not be presented here. However, we are presenting below the categories into which the responses regarding tenure were classifiable. First are the response categories for the question "How do you feel about tenure?"

Favor it, very important: compensates for poor salaries etc., necessary protection against unfair practices in hiring and firing, security important to do a good job, can make adequate evaluation during probation period (no mention of abuse) (discussed in favorable light with no mention of abuse).

Favor it (same as above with some mention of abuse but that advantages overbalance disadvantages): discussed in a generally favorable light with some mention of abuse.

Neutral: sees or mentions some good and some abuse with no indication of favor which is classifiable.

Abuses over-balance good: statement of disfavor with mention also of some good points; discussed in an unfavorable light with some mention of good points also.

Very bad: can't get rid of incompetent teachers; kills initiative; abolish it; teacher takes advantage of it; leads to sloppy teaching; holds teaching back as a profession (no mention of good points).

Basically a bad thing but is necessary, a necessary evil.

Has little or no meaning, you still can be fired or forced to leave.

Teacher should keep on doing his best even if on tenure: should not relax because of tenure.

Is good for some but not others: is good for some teachers, some subject areas or some schools to exclusion of others.

Not concerned with it: no experience with it, don't know about it.

Suggestions for improvement of tenure were classified into the following categories:

Removal of bad aspects of tenure would injure good aspects: no real way to remove evil part, very difficult or impossible to improve it without lessening effectiveness.

More administrative supervision of teachers on tenure: teachers should not relax when on tenure.

Longer probationary period (or no specific limit on probationary period).

Shorter probation period (or no probation period for experienced teachers)

Improve evaluation procedures and supervision during probation period: carefully screen teachers before they are hired; higher standards in college; don't hire teachers who just want security.

Have periodic reviews of tenure: review requirements to keep tenure, i.e., every 5 or 10 years.

Add merit system (keep tenure): require teachers to keep up with certain educational requirements and standards to keep tenure.

Replace tenure with merit systems: abolish tenure, tenure not needed.

Improve provisions for getting rid of incompetent teachers: find some way of increasing competitive urge of older teachers or teachers on tenure, some control of "goof offs."

Strengthen tenure: tenure should cover all teachers, decisions to grant tenure should not be made by one individual, should not lose tenure when you change departments or jobs.

How, now, can the data presented in this last portion of Section III be summarized? Perhaps the outstanding item is the inability or unwillingness of so many teachers to express an opinion regarding these questions. Since substantial age differences occurred, and since the proportion not responding varied so much from question to question, this finding cannot be entirely attributed to the fact that these questions were raised late in the interview, when time was short. It is probable, though, if more time had been available for probing or if greater urging to reply had occurred, the extent of responding may have been somewhat different. But even so the writer is inclined to interpret this lack of response as reflecting a lack of involvement in these matters. Such an interpretation leads to the conclusion that, particularly among women, the younger individuals are the ones who are more professionally involved. At least they are the ones who more frequently come up with evaluations and suggestions. Although men as a group differed little from women in their tendency to express no judgment, they did differ from women in the fact that age trends were much less apparent. Apparently men of all ages, if our interpretation is correct, are about equally involved psychologically in their profession.

Beyond the foregoing observation, a few comments will serve to summarize. Teachers generally feel a need for better teaching material; they seriously question the professional status of their occupation; but are more sure of their social status. Even so, less than half believe the latter is satisfactory. In general, they feel that parent-teacher interactions are not adequate but they have little to suggest in the way of means of improvement. Nor do they overwhelmingly react negatively to demands made on teachers with respect to time. Again, they have little in the way of suggestions for improvement. A substantial block of teachers

(about half) favor a merit system, although about forty per cent express no opinion. It is somewhat surprising that teachers were not willing to come all out in favor of tenure, less than a third indicating that they favor it completely; however, two-thirds had no suggestions for improvement. Although almost half of men indicated they thought the salary situation was definitely inadequate, a negative reaction to the salary situation did not loom as strongly as was expected.

Improvement provisions for retaining and of incompetent teachers: Find some way of increasing competence of older teachers or teachers on "leave", some control of "good will".

Beneficial tenure: Tenure should cover all teachers, decisions to grant tenure should not be made by one individual, should not lose tenure when you change departments or jobs.

How, now, can the data presented in this last portion of Section III be summarized? Perhaps the outstanding item is the facility or unwillingness of so many teachers to express an opinion regarding these questions. Since who stated the difference occurred, and since the proportion not responding varied so much from question to question, this finding cannot be entirely attributed to the fact that these questions were raised late in the interview, when time was short. It is probable, though, if more time had been available for probing or if greater urging to reply had occurred, the extent of responding may have been somewhat different. But even so the writer is inclined to interpret this lack of response as reflecting a lack of involvement in these matters. Such an interpretation leads to the conclusion that, particularly among women, the younger individuals are the ones who are more professionally involved. At least they are the ones who more frequently come up with evaluations and suggestions. Although men as a group differed little from women in their tendency to express no judgment, they did differ from women in the fact that age trends were much less apparent. Apparently men of all ages, if our interpretation is correct, are about equally involved psychologically in their profession.

Beyond the foregoing observation, a few comments will serve to summarize. Teachers generally feel a need for better teaching materials; they seriously question the professional status of their occupation; but are more sure of their social status. Even so, less than half believe the latter is satisfactory. In general, they feel that parent-teacher interactions are not adequate but they have little to suggest in the way of means of improvement. Nor do they overwhelmingly react negatively to demands made on teachers with respect to time. Again, they have little in the way of suggestions for improvement. A substantial block of teachers

IV

CONTRASTS BETWEEN THOSE WHO ARE SATISFIED AND THOSE WHO ARE DISSATISFIED WITH TEACHING AS A CAREER

As noted in the introduction to the last section, where age trends were given, several questions had been asked, answers to which presumably reflect the degree of satisfaction our respondents felt with the field of teaching as a career. Subjects had been asked (a) whether they would go into teaching again if they could start over at age 18, (b) whether they would encourage a son to teach, (c) whether they would encourage a daughter to teach, and (d) whether they were thinking of leaving teaching. A general rating (on a five point scale) of satisfaction with present position also was obtained, but this rating did not enter into the analyses presented in this section, because in practice the scale operated only as a two-point scale. It did not seem feasible to combine these various items of information into a single measure of job satisfaction, because as noted in the previous section, they seem to reflect somewhat different circumstances and age trends. Accordingly, we have in this section reported the breakdown of other data according to whether or not the subjects responded in the affirmative or in the negative to the questions just noted. The fact that differences in other responses often occurred between those who answered differentially to one question but did not occur to those answering differentially to another question further demonstrates the desirability of analyzing the data for the several questions separately.

It will be recalled from the preceding section that older individuals tended to express greater dissatisfaction with their careers. Thus, in the breakdowns presented in this section the dissatisfied groups probably include relatively more older individuals. The reader should bear this fact in mind as he examines the differences to be described.

In this section we will report only the data relating to encouragement of a son or daughter, and that relating to whether or not the individual would go into teaching if he or she could start over. The correlates of desire to leave the teaching profession are the subject of comment in the next section.

Table 23 contains information regarding the magnitude of differences which are necessary for reliability at the .05 and .01 levels of confidence. It will be noted, that in those tables having to do with encouragement of a son or daughter, differences of approximately 12 to 14 are necessary for reliability at the .05 level, in the instance of differences between married women who respond "yes" or "no" and married men who respond "yes" or "no" to the question

CONTRASTS BETWEEN THOSE WHO ARE SATISFIED AND THOSE WHO ARE DISSATISFIED WITH TEACHING AS A CAREER

Table 23. Magnitude of differences between percentages required for specific comparisons for reliability at the .05 and .01 levels of confidence, for comparison involving percentages around 40 and around 20 in size. (Differences between those varying in occupational satisfaction.)

Comparison	Magnitude of Difference Required for:			
	.05 Level		.01 Level	
	about 40 or 60	about 20 or 80	about 40 or 60	about 20 or 80
Single Women:				
Encourage son to teach vs. not encourage	17	14	23	19
Encourage daughter to teach vs. not encourage	25	20	33	27
Would teach again vs. would not	19	15	25	20
Married Women:				
Encourage son to teach vs. not encourage	14	12	19	15
Encourage daughter to teach vs. not encourage	21	17	27	22
Would teach again vs. would not	20	17	27	22
Married Men:				
Encourage son to teach vs. not encourage	14	12	19	15
Encourage daughter to teach vs. not encourage	17	14	23	19
Would teach again vs. would not	13	10	17	14

regarding encouragement of son to teach. In the case of single women a difference of between 14 and 17 is necessary between those who respond "yes" and those who respond "no" for the difference to be reliable at this level. Larger magnitudes of differences are required in the case of the responses dealing with encouragement of daughter to teach, because of the relatively small number of subjects who would discourage a daughter. In the case of single women a difference of around 20 to 25 is necessary between those who respond "yes" and those who respond "no"; in the case of married women a difference of 17 to 21; and in the case of married men a difference of between 14 and 17. It will be recalled that these two figures (e.g., the 14 and 17 last mentioned) represents the difference required when the two percentages being compared are in the neighborhood of 20 and in the neighborhood of 40 respectively.

Relationships among the Several Measures of Satisfaction with Career

Tables 24 and 25 contain evidence of the relative frequency with which those who answered "yes" or "no" to the several questions we considered critical as evidence of satisfaction with career also answered the other questions in a way to reflect the same general attitude. It will be noted that the expected relationships hold. Those individuals who would not encourage a daughter to go into teaching are more likely to report they would not enter teaching again themselves if they could start over and are also not likely to recommend that a son go into teaching. Similarly those who would not encourage a son to teach would more frequently not recommend that a daughter teach, and, in the case of men, more frequently report that they would not go into the teaching profession themselves, if they could start over, and also more frequently indicate that at some time or other they had thought seriously of leaving the teaching profession. Those who report that they would teach again (Table 25) are more likely to have never seriously considered leaving the profession, are more likely to encourage both a son or daughter to go into teaching.

The next two tables (Table 26 and 27) show how the several groups considered in this section of the report rated their first and current position. Generally speaking, the groups being considered in this section of the report were differentiated in their attitudes toward present position (six out of the nine comparisons involving the rating "like it extremely well" were reliable), but they did not seem to be greatly differentiated in their retrospective rating of first position. In the latter instance only two of the nine comparisons involving the extremely liked rating were reliable, one in the case of married women encouraging a son to teach and the other in the case of single women who would or would not personally teach again. In two of the three comparisons involving current position the two groups of married men were differentiated, but in none

Table 24. Percentage of those who would or would not encourage a son or daughter to teach, who indicated (a) they would teach again, (b) that they had or had not thought of leaving teaching, and (c) would or would not encourage the opposite sex child to go into teaching.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Would You Teach Again? (SP)												
No, definitely	15	21	9	16	9	56	12	41	8	32	21	56
No, probably	2	5	1	1	1	14	4	0	0	8	5	8
Not sure	2	5	7	12	4	4	4	0	9	12	5	8
Yes, qualified	2	0	2	10	1	0	1	0	5	16	1	0
Yes, probably	11	14	13	15	4	3	14	6	16	16	5	0
Yes, definitely	68	55	68	45	80	23	64	53	62	20	62	28
Have You Thought of Leaving Teaching? (SP)												
No, not seriously	64	52	54	41	56	32	58	53	51	28	45	36
Yes, but not currently	16	16	11	23	30	29	14	12	13	36	37	36
Yes, but no specified time	8	11	13	10	1	5	11	6	12	12	2	6
Yes, currently	10	19	17	17	11	18	16	18	14	20	14	27
Encourage other Sex Child to Teach?												
No	2	22	6	23	1	36	3	22	11	26	12	11
Yes	95	66	87	71	93	55	47	12	48	20	58	17
N	61	62	87	87	118	73	122	17	199	25	187	36

Notes: "SP" (single punch) means percentages in all categories should sum to 100, if all categories are presented in the table. The latter is not always done.

Table 25. Percentage of those who would or would not teach again who gave various responses to the question (a) whether they have ever thought of leaving teaching, (b) would encourage a son to teach, and (c) would encourage a daughter to teach.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Would you teach again?---						
Have You Thought of Leaving Teaching? (SP)						
No, not seriously	66	40	66	18	56	28
Yes, but not currently	11	18	12	26	29	47
Yes, but no time specified	6	14	6	33	1	5
Yes, currently	13	23	12	21	9	19
Would You Encourage a Son to Teach? (SP)						
No	34	46	34	56	12	59
Neither, not sure	10	14	10	15	14	19
Yes	42	29	51	30	64	14
Would You Encourage a Daughter to Teach? (SP)						
No	9	20	4	37	7	27
Neither, not sure	6	11	4	11	6	9
Yes	78	57	86	44	80	57

Note: "SP" (single punch) means percentages in all categories should sum to 100, if all categories are presented in the table. The latter is not always done.

Table 26. Percentage of those who would or would not encourage a son or daughter to teach again who assigned various ratings of liking for first and current position.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Rating of First Position												
Disliked it very much	7	6	5	3	3	5	7	6	3	8	4	6
Tended to dislike it	5	2	3	5	6	7	4	0	5	4	6	8
So-so	8	13	6	7	14	16	8	6	5	12	16	8
Liked it fairly well	21	29	33	51	39	34	25	41	44	32	37	25
Liked it extremely well	59	48	53	33	33	32	53	41	41	44	34	44
No data, refused	0	2	0	1	5	5	1	6	1	0	3	8
Rating of Current Position												
Disliked it very much	0	0	0	0	0	1	0	0	0	0	1	0
Tended to dislike it	0	0	2	3	0	4	0	0	1	8	1	8
So-so	7	6	2	5	3	8	5	12	1	20	4	3
Liked it fairly well	26	32	23	31	26	30	32	12	24	36	27	22
Liked it extremely well	62	58	68	54	69	45	60	71	69	28	64	53
N	61	62	87	87	118	73	122	17	159	25	187	36

Table 27. Percentage of those who would or would not teach again who assigned various ratings of liking for first and current position.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Rating of First Position						
Disliked it very much	5	9	3	4	3	6
Tended to dislike it	4	6	5	4	5	8
So-so	6	9	7	15	14	15
Liked it fairly well	24	29	39	33	41	35
Liked it extremely well	62	43	43	44	34	30
No data, refused	0	6	2	0	3	6
Rating of Current Position						
Disliked it very much	0	0	0	0	1	1
Tended to dislike it	0	0	2	7	0	5
So-so	2	14	2	4	3	7
Liked it fairly well	25	37	21	41	25	32
Liked it extremely well	70	43	71	37	70	46
No data, refused	3	6	3	11	1	9
N	99	35	115	27	146	86

of those involving first position were they differentiated. Although the passage of time may merely have blurred recollections, this finding suggests that dissatisfaction with teaching is something that develops over the years. Since first and current job are presumably basically similar in terms of work to be done and opportunities for intrinsic satisfaction, one might infer that the source of dissatisfaction lay in failure for careers to develop as had been hoped.

Start of Career and Present Position of Those Who
Are Satisfied or Dissatisfied in Teaching

It seems reasonable to expect that those individuals who are satisfied in a profession will differ from those who are dissatisfied with respect to certain aspects of their college and early work careers. In particular, it might be anticipated that those who were more satisfied in their careers had deliberately chosen the profession and when in college were looking forward to specific satisfactions to be derived from it, whereas those who were dissatisfied may well have drifted into the occupation and, perhaps, had a sequence of high school, college, first job, experiences which would reflect a certain "drifting" character of their career choice process. Moreover, it would be anticipated that differences of this sort, if they exist, will more likely appear among men than among women since the fact that teaching is a conventional "women's occupation" will tend to obscure differences among those groups.

Most of the differences that turn out to be reliable in Tables 28 and 29 do, in fact, appear in the columns contrasting satisfied and dissatisfied men, and particularly in the column dealing with the question of encouraging daughter to teach. It is noted, for example, that reliably more of those who would not encourage a daughter to teach went to college immediately after high school than was true of the other group before immediately after high school. However, these differences are quite likely due to the fact that more older individuals are to be found in the dissatisfied group.

In two of the three comparisons in Tables 28 and 29 involving vocational plans in college those men who were better satisfied reliably more frequently had elected teaching when in college, and the third comparison approaches statistical significance. And of the three comparisons involving satisfaction (other than nurturance) reported as an appeal that occupations held for the subject when he was in college, all three were in the direction predicted, though only one was statistically reliable, and another approached reliability at the .05 level of confidence. Thus in a tenuous way the hypothesis that satisfied male teachers would more likely have planned to go into teaching and

Table 28. Percentages of those who would or would not encourage a son or daughter to teach who (a) indicated various types of high school-college-first job sequences, and (b) reported various types of vocational plans, appeals, and aspirations when in college.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
What Did You Do After High School? (SP)												
Went to college	93	89	90	94	53	62	92	82	90	96	54	72
Full time work	7	8	7	2	25	30	7	12	4	4	26	19
Military service	0	0	0	0	19	8	0	0	0	0	19	3
Where Did You Go to College? (SP)												
Four-year non-teachers college	87	71	67	66	68	63	82	59	69	56	66	64
Normal school	5	16	20	22	22	21	10	24	20	28	23	19
What Immediately After College? (SP)												
Teaching position	77	72	76	59	44	56	75	88	66	64	52	58
Non-teaching position	11	11	9	11	20	25	11	0	11	12	19	17
Military service	0	2	0	0	12	7	1	0	0	0	10	3
Advanced study	5	6	6	14	13	5	6	6	9	12	10	6
Vocational Plans in College? (SP)												
No plans	16	8	2	9	13	19	12	6	6	16	13	22
Teaching	72	84	77	75	63	49	77	88	77	64	61	44
Other	13	10	19	15	22	28	10	6	18	20	25	29
College Long-Range Plans (MP)												
Career in chosen field	31	37	37	33	52	42	34	41	32	44	48	42
Advancement	2	5	5	2	25	26	3	6	4	0	27	22
Security, steady job	2	3	3	2	6	4	3	6	3	4	7	3
Marriage-family	5	10	15	14	1	1	7	0	15	12	2	0
Marriage-occupation	44	37	38	47	3	7	41	35	46	24	5	8
Occupational Appeal (MP)												
"Satisfaction" (nur.)	18	6	15	20	18	11	14	12	18	20	14	17
"Satisfaction" (other than nurturance)	71	58	56	54	61	48	64	65	57	52	60	39
Job benefits	3	5	3	3	4	10	4	6	3	8	7	0
Other influences (incl. availability)	36	45	48	49	40	45	41	35	47	56	41	56
Career Trends (SP)												
Teacher, age 20-29 onward	79	87	46	51	36	34	82	88	47	60	39	36
Entered from other adult work	11	6	10	13	36	41	11	0	13	12	35	39
Left-returned (matern.)	0	0	21	22	0	0	0	0	23	20	0	0
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 29. Percentage of those who would or would not teach again who (a) indicated various types of high school-college-first job sequences, and (b) reported various types of vocational plans, appeals and aspirations when in college.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Would you teach again?—						
<u>What Did You Do After High School?</u> (SP)						
Went to college	88	91	87	89	55	61
Full time work	11	6	5	11	27	24
Military service	0	0	0	0	15	10
<u>Where Did You Go to College?</u> (SP)						
Four-year non-teachers college	77	71	65	59	64	63
Normal school	12	14	22	22	25	22
<u>What Immediately After College?</u> (SP)						
Teaching position	78	66	72	56	51	52
Non-teaching position	9	9	11	11	16	19
Military service	0	0	0	0	10	6
Advanced study	7	9	7	7	12	8
<u>Vocational Plans in College?</u> (SP)						
No plans	9	17	3	22	14	19
Teaching	80	69	80	56	65	45
Other	11	15	17	22	19	33
<u>College Long-Range Plans</u> (MP)						
Career in chosen field	36	34	33	41	47	49
Advancement	4	6	3	0	25	21
Security, steady job	2	9	2	11	4	3
Marriage-family	6	3	16	22	1	2
Marriage-occupation	40	29	41	19	8	3
<u>Occupational Appeal</u> (MP)						
Security	5	6	6	11	5	8
"Satisfaction", (maintenance)	13	14	19	19	17	12
Job benefits	3	9	3	4	4	9
Other influences (incl. availability)	38	37	52	33	40	45
<u>Career Trend</u> (SP)						
Teacher, age 20-29 onward	84	71	47	52	38	41
Entered from other adult work	11	14	12	11	35	36
Left-returned (maternity)	0	0	24	19	0	0
Left-returned (other job)	4	6	7	0	8	12
N	99	35	115	27	146	86

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

would have been attracted by satisfactions intrinsic to the job when in college is supported.

The other reliable differences in the tables, involving the two groups of women, were so scattered that they warrant no comment. In total, the number of significant differences found in these tables is only about what would be expected on the basis of chance involving this many comparisons.

The next two tables (Tables 30 and 31) summarize the reasons the subjects gave for taking their first position and their current position. We had anticipated that those who were unhappy in their occupation would give evidence in these replies of a superficial attitude toward career. For example, they may have taken the first job offered, or their reply may have reflected a basic lack of motivation. Two of the nine differences relating to taking the first job because it was the first one or the only one offered did turn out to be statistically reliable, in one instance for single women, in the instance for married women. However, these two differences were in opposite directions, a circumstance that is not readily explainable except on a chance basis.

The one finding that turned up quite consistently, particularly in the case of men, was that the more satisfied reported taking the first and present position because of "location" of the particular position. On the surface, this seems to be a superficial reason for taking a job, and one which we would have predicted to characterize a dissatisfied rather than the satisfied group. However, reference back to Section II of this report, where this particular response category is described in some detail, will reveal that it includes any response relating to geographic location and its physical and/or social environment. This category thus includes not only such presumably superficial reasons as ease in commuting or being able to live near home, but also such career relevant matters as being close to family. ~~data did not permit a sorting out of these contrasting kinds of responses, and it could well be that the actual responses tended to be more of the latter sort.~~

The satisfied and dissatisfied groups seemed very much alike in the specifics of their present position. As Tables 32 and 33 show, reliable differences cropped up frequently enough to be considered hardly more than chance differences. Although more of the men who would not encourage a daughter to go into teaching were in junior high school compared to those who would encourage their daughters, the reverse being true for junior and senior high school, this was not supported in the other two comparisons relating to encouraging son to teach or whether the subject would himself teach again if he could start over. With respect to subjects taught, the only difference that appeared with any consistency at all was a greater proportion of the

Table 30. Percentage of those who would or would not encourage a son or daughter to teach who gave various reasons for taking their first jobs and their current positions.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Why This Position First? (MP)												
Financial considerations	16	14	17	18	23	26	15	6	18	8	26	14
Location	48	53	41	43	27	21	52	50	46	36	28	14
Characteristics of job	8	6	10	6	15	15	9	6	6	12	13	11
Characteristics of school	8	8	5	3	3	1	10	0	6	4	3	3
First/only offer	33	14	31	26	19	18	26	12	26	48	19	17
Lack of motivation, "a job"	16	5	9	8	22	25	9	12	12	0	22	28
Why Current Position? (MP)												
Financial considerations	11	13	8	20	23	23	11	0	12	12	22	17
Advancement potential	2	6	1	1	13	8	3	0	1	4	11	11
Location	49	47	30	25	47	25	52	41	30	20	42	22
Characteristics of job	20	21	17	13	15	16	20	18	18	12	19	11
Characteristics of school	8	13	15	7	8	11	11	6	10	8	10	11
First/only offer	3	2	3	6	7	3	2	0	4	0	5	0
Lack of motivation, "a job"	7	2	10	7	3	3	4	0	9	8	5	8
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 31. Percentage of those who would or would not teach again who gave various reasons for taking their first jobs and their current positions.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Why This Position First? (MP)						
Financial considerations	11	20	17	15	23	24
Location	52	37	46	33	30	21
Characteristics of job	10	6	8	7	12	14
Characteristics of school	11	3	3	4	3	2
First/only offer	24	20	27	33	21	17
Lack of motivation, "a job"	12	14	12	4	18	27
Why Current Position? (MP)						
Financial considerations	12	14	8	19	20	26
Advancement potential	5	0	2	0	14	10
Location	55	40	33	11	42	28
Characteristics of job	22	11	19	0	17	15
Characteristics of school	13	3	9	7	10	13
First/only offer	3	0	3	7	6	2
Lack of motivation, "a job"	3	3	9	7	3	7
N	99	35	115	27	146	86

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 32. Percentage of those who would or would not encourage a son or daughter to teach who themselves teach in various types schools and teach various subjects.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Type of School (SP)												
Junior High	39	32	28	38	25	32	34	41	29	44	25	44
Senior High	36	39	48	39	42	30	37	35	45	36	42	31
Jr. & Sr. High	20	21	18	17	29	30	21	18	20	12	29	17
Elem. & Jr. High	2	3	3	5	3	1	3	0	3	8	2	3
Subjects Taught (SP)												
English	21	27	20	24	7	11	22	24	23	24	6	14
Social Studies	11	14	15	12	19	11	12	18	11	20	18	11
Foreign Languages	10	6	1	5	3	1	11	6	3	8	2	3
Science, Math.	15	18	18	17	25	26	17	24	18	20	25	28
Bus., Commercial	10	3	10	9	3	4	6	6	9	4	6	0
Shop, Industrial	0	0	0	0	14	22	1	0	0	0	13	33
Phys.Ed., Coaching	3	10	5	7	15	11	5	6	6	0	12	11
Music, Art, Drama	15	5	14	6	10	8	11	0	9	12	12	0
Home Ec., Agric.	7	10	7	14	0	0	8	6	12	4	0	0
Eng.-Soc. St. Core	7	3	7	5	2	1	4	12	6	4	2	0
Misc. Special	2	3	3	3	3	4	2	0	2	4	4	0
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100, if all categories are presented in the table. The latter is not always done.

Table 33. Percentage of those who would or would not teach again who teach in various type schools and who teach various subjects.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Type of School (SP)						
Junior High	34	31	28	37	21	24
Senior High	39	43	48	33	47	39
Junior and Senior High	20	17	17	19	27	32
Elementary and Junior High	2	3	4	7	3	1
Subjects Taught (SP)						
English	18	34	22	30	11	7
Social Studies	14	17	11	19	17	15
Foreign Languages	9	6	3	0	2	2
Science, mathematics	17	14	19	15	25	27
Business, commercial	8	9	13	4	3	7
Shop, Industrial	0	0	0	0	14	23
Phys. Ed., Coaching	10	0	6	0	14	9
Music, Art, Drama	8	9	7	19	10	7
Home Ec., Agriculture	7	9	9	11	0	0
English-Social Studies Core	7	0	4	7	1	1
Miscellaneous, Special	1	3	4	0	3	1
N	99	35	115	27	146	86

Note: "SP" (single punch) means percentages in all categories should sum to 100; if all categories are presented in the table. The latter is not always done.

dissatisfied men in the area of shop and industrial education, but in only one of the three instances was the difference statistically reliable.

We turn next to the question as to the extent to which the satisfied and dissatisfied individuals are working outside their teaching job in the summer and during the school year and/or are taking professional courses in summer school or (presumably) extension work. It was expected at the outset that those individuals who were more satisfied would be seeking to advance themselves by taking courses. Tables 34 and 35 contain relevant data, and it will be noted that many more differences of reliable magnitude appeared in the contrast involving men than has been true in previous tables. More of the dissatisfied men vacationed at home during the summer, whereas more of the satisfied men worked. During the school year more satisfied men were doing outside work, and at the same time more were taking courses. The satisfied men were more likely to be taking courses with a degree in mind, whereas the dissatisfied men were more likely to be taking courses for the purpose of improving teaching. Except for the latter finding, one might interpret these results as indicating a much greater drive on the part of those individuals who are satisfied. Unfortunately, most of the differences described are differences that are reliably associated with age and we may accordingly be noting age differences rather than differences associated with dissatisfaction.

In summary, the data dealing with the beginning of career and present position reveal very little that will throw light on why some people are dissatisfied whereas others are satisfied in teaching. The only difference that seems worthy of comment, not only because it was supported in several comparisons but also because it relates to one of the hypotheses of the study, is that among men those who are most satisfied are those who expect to get basic satisfactions from the activities of the occupation itself and who plan to go into teaching presumably for this reason. One may infer that the opposite would be true of those who were dissatisfied, i.e., that they would be more concerned with "extrinsic" factors such as income and advancement. While the latter did not appear in these comparisons, this hypothesis may be kept in mind as further data are examined.

Sense of Achievement and Future Plans of Those Expressing Satisfaction or Dissatisfaction with Career

Tables 36 through 39 contain information as to how these various groups felt about the degree to which they had achieved their goals in their occupation, in what ways they had achieved and/or failed. In addition the tables give some notion of what the subjects would have done

Table 34. Percentage of those who would or would not encourage a son or daughter to teach who work and/or study formally during the summers and school year.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
What Did You Do Last Summer? (MP)												
Vacation at home	26	31	43	37	5	23	29	47	37	52	8	28
Travel	21	24	16	18	4	14	19	29	16	16	5	11
Vacation, other	5	5	9	9	4	4	5	12	11	4	5	0
Worked, non-teaching	18	11	2	6	37	23	15	6	6	0	30	25
Worked, camp counselor	7	5	2	1	13	3	6	0	2	0	8	3
Worked, teaching	2	6	10	8	21	14	2	6	9	4	22	14
Attended summer school	18	18	20	14	19	15	19	6	16	16	18	11
Work and Study During the Year? (SP)												
Working	12	9	12	13	59	44	8	12	12	24	55	37
Taking courses	20	8	18	16	30	14	14	0	16	16	25	6
Why Taking Courses? (MP)												
To obtain a degree	36	29	28	37	48	40	34	12	28	40	44	28
To get a license	7	8	16	9	15	12	8	0	13	0	14	11
To get salary increase	2	2	2	5	8	8	2	0	4	4	7	8
To improve teaching	31	26	20	25	15	27	23	59	21	28	18	28
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 35. Percentage of those who would or would not teach again who work and/or study formally during the summers and school year.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
What Did You Do Last Summer? (MP)						
Vacation at home	31	34	44	48	8	16
Travel	21	23	15	30	3	13
Vacation, other	8	6	10	4	3	10
Worked, non-teaching	14	14	4	0	34	21
Worked, camp counselor	6	6	3	0	12	2
Worked, teaching	4	6	11	4	24	14
Attended summer school	19	14	15	7	15	22
Work and Study During the Year? (SP)						
Working	11	9	14	4	55	50
Taking courses	13	6	16	7	27	15
Why Taking Courses? (MP)						
To obtain a degree	33	29	33	37	47	35
To get a license	7	11	13	11	14	9
To get salary increase	3	3	3	4	10	10
To improve teaching	29	37	22	19	18	27
N	99	35	115	27	145	86

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

differently if they could "start over." Although statistically significant in only one comparison (single women), those individuals who would or would not encourage a daughter to go into teaching differed in the expected direction with respect to their sense of achievement, those who would encourage more frequently indicating a sense of achievement. The same held for married men and their encouragement of "son" to teach, but the differences (though unreliable) were in the reverse direction in the case of single and married women's encouragement of a "son." As was expected, those who would go into teaching again if they could start over more frequently indicated a sense of achievement than did those who would not, though the difference was reliable only in the case of married women and married men. The finding that those who are dissatisfied with teaching profession are less likely to report a sense of achievement in their career is not surprising, but it is somewhat surprising that the differences are no greater, nor more consistent from group to group than they are.

It would be expected that the reports of our subjects regarding ways in which they had achieved (and how they had failed) in their careers would be symptomatic of the sources of satisfaction and dissatisfaction which led to positive or negative feelings regarding career as a whole. Responses of those who would or would not encourage a son or daughter to go into teaching are remarkably similar, both with respect to how achieved and how failed. Comparisons of those who would or would not go into teaching if they could start over again are somewhat more revealing. The suggestion of greater intrinsic satisfaction in teaching on the part of those who would enter the profession again is evident in the reliably larger proportion who report that they are doing what they "want to do." Married men who would not go into the profession again complain about failure to advance in position and report reliably more frequently that they would have chosen another career if they could face the problem of career choice a second time. The latter was true also of single women and married women who reported that they would not enter teaching if they could start over, but the women were not differentiated with respect to desire for advancement in position.

Tables 40 and 41 carry the data relative to the question: "what would you most like to be doing ten years from now?" Reliably more men who would recommend a son or daughter to go into teaching report that they would like to be doing the same as they are now doing; reliably more say that they would like to advance in education; but reliably more of those who would not encourage an offspring to go into teaching say they would like to be retired. Substantially more of the single women who would encourage a daughter to go into teaching (if they had a daughter) emphasized a wish for marriage and family, reliably more frequently than those who would not encourage a daughter. Those men who reveal positive attitudes toward teaching in

Table 36. Responses (percentages) relating to cause of achievement in career and ways in which achieved on part of those who would or would not encourage a son or daughter to go into teaching.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Have I am achieved? (SP)												
Yes	52	56	54	60	53	57	53	0	60	48	47	31
No	13	18	16	13	13	22	11	65	13	24	14	19
Partly yes, no	31	19	21	17	28	36	29	29	17	16	32	28
Way achieved? (MP)												
Financial progress	18	13	12	17	26	22	18	6	13	16	26	17
Lack of concern with success	2	10	3	2	6	8	7	0	3	4	5	8
Recognition through better teaching position	11	6	8	12	20	14	10	6	9	24	19	19
Sense of competence	60	60	41	49	54	58	58	65	50	36	55	50
Pride in success of children taught	13	18	21	13	13	16	18	12	19	12	13	14
Good relations--children	23	18	21	15	8	11	21	6	20	20	10	8
Doing what want to do	37	27	28	29	32	23	32	24	30	28	28	28
Has continued study	8	8	15	10	19	8	11	6	13	8	16	8
Home life, children	2	2	15	14	11	8	2	6	14	16	10	8
Advance in position	8	5	3	3	11	12	6	6	3	4	13	6
Being in a profession	6	8	5	2	7	4	6	12	3	8	6	6
Professional success outside teaching	6	6	6	5	10	11	4	12	6	12	9	8
Has helped many people	3	6	12	1	4	7	3	6	6	4	6	3
Had variety of experiences	13	6	14	7	13	5	10	12	13	0	10	14
N	61	62	87	87	118	73	122	17	199	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 37. Percentage of those who would or would not teach again if they could start over who reported having achieved or not achieved in their profession and various ways in which they have achieved.

Would you teach again?—	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Have You Achieved? (SP)						
Yes	56	46	65	41	56	23
No	12	20	9	33	9	21
Partly, yes or no	27	31	18	15	25	46
How Achieved? (MP)						
Financial progress	13	29	17	4	26	23
Recognition through better teaching position	8	14	10	15	18	16
Sense of competence	64	49	46	37	53	36
Pride in success of children taught	14	23	17	30	16	13
Doing what want to do	34	23	32	15	34	13
Has continued study	12	9	17	11	16	8
Home life, children	2	3	17	15	14	9
Had a variety of experiences	7	17	15	7	10	9
Advanced in position	7	0	3	7	12	14
Good relations with children	18	11	21	22	9	13
Professional success outside teaching	4	6	6	0	9	13
Has helped many people	3	11	6	4	5	8
N	99	35	115	27	146	86

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 38. Responses (percentages) relating to nature of and reasons for failure on part of those who would or would not encourage a son or daughter to teach; also responses to questions as to what subject would have done differently in retrospect.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Why Failed? (MP)												
Financially	2	3	3	2	15	24	1	12	2	8	18	22
Lack of advancement	8	5	5	6	11	19	5	6	4	8	14	17
Failed to stimulate pupils, achieve edmo. objectives	31	22	30	20	8	12	28	18	23	32	9	11
Work too hard	10	3	5	2	2	0	10	12	4	0	1	0
Quality of program poor	6	3	1	2	3	1	4	12	1	8	3	0
Aspired to different teaching job	10	0	1	1	8	5	5	6	1	0	6	11
Why Failed? (Gen'l)(SP)												
Blocks to advancement	13	13	13	12	31	37	15	12	13	20	35	31
Blocks to teaching	44	32	41	28	17	26	37	53	32	36	20	22
Both above	7	5	7	6	8	8	5	6	6	0	8	11
No data, did not fail	36	50	39	54	44	29	43	29	50	44	37	36
Why Failed? (Specific) (MP)												
Lack of opportunity for training	0	3	1	1	8	11	2	0	2	0	10	8
Lack of money	0	3	0	3	13	12	0	6	2	0	14	6
Low prestige of teaching	2	0	6	3	0	4	0	5	3	12	2	6
Lack of ability	6	6	7	2	3	10	6	0	6	4	6	8
Nature of pupils	13	11	13	9	2	3	13	24	9	12	3	3
Lacked experience, training	15	5	3	3	2	0	11	0	3	4	2	0
Heavy outside responsibility	2	6	15	7	3	1	2	12	11	4	2	3
What Do Dif-ferently? (MP)												
Nothing, not much	36	27	32	29	34	22	31	35	30	28	30	33
Chosen other career	3	14	6	10	6	40	6	18	6	12	17	31
Teach, but other grade, subject	3	8	7	8	4	5	6	12	8	0	4	6
Better planning for advancement	8	16	15	20	17	12	12	0	18	24	17	6
Been a better teacher	11	6	9	8	5	0	11	6	8	8	5	0

(Continued on next page)

Table 38 (Continued)

	Encourage son to teach?						Encourage daughter to teach?					
	Single Women		Married Women		Married Men		Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
What Do Differently? (Continued)												
Changed, or not changed schools	5	5	2	2	3	3	4	0	1	12	3	0
Stayed at home	3	2	3	2	1	1	2	12	2	0	1	3
More careful career choice	20	6	16	12	22	15	16	6	10	16	17	17
N	61	62	87	87	118	73	122	17	199	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 39. Percentage of those who would or would not teach again if they could start over who indicated various ways in which they had failed to achieve, why they had failed, and what they would have done differently with respect to their careers.

Would you teach again?—	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
How Failed? (MP)						
Financially	3	0	3	4	17	21
Failure to advance in position	7	3	4	7	12	23
Failure to stimulate pupils, achieve educational objectives	26	29	21	26	9	12
Quality of program poor	4	9	0	11	2	1
Why Failed? (Can't) (SP)						
Blocks to advancement	13	17	11	18	33	43
Blocks to effective teaching	40	40	32	26	17	28
Both above	8	6	7	0	6	7
No data, did not fail	39	37	50	56	44	22
Why Failed? (Specific) (MP)						
Lacked money	2	6	3	4	13	13
Lacked ability	4	11	3	0	3	9
Nature of pupils	17	11	12	11	2	5
Heavy outside responsibility	2	3	13	4	2	1
Lack opportunity—time and money	0	0	2	0	6	10
What Do Differently? (MP)						
Nothing, not much	34	29	30	26	37	19
Chosen other career	2	31	2	26	3	46
More careful career choice	12	6	11	15	20	14
Better planning for advancement	11	11	21	15	16	15
Been a better teacher	14	9	10	4	4	2
N	99	35	115	27	146	86

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 40. Percentage of those who would or would not recommend a son or daughter go into teaching who gave various responses to questions regarding (a) what they would like to be doing 10 years hence, (b) why, (c) what doing to prepare for this, and (d) plans for change.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
What 10 Years Hence? (SP)												
Same as now	11	14	37	21	31	8	14	12	30	16	25	11
Advance in education	3	8	5	8	41	27	5	18	6	12	37	22
Be retired	33	31	29	30	8	40	29	47	27	28	17	33
Retired but employed	8	8	6	5	8	14	6	18	6	4	10	11
Marriage and family	31	24	13	21	0	0	31	0	19	16	0	0
Why Like to Do This? (MP)												
Need more money	0	3	1	2	8	10	2	6	2	0	10	11
Want feeling of self-improvement	6	11	9	6	14	15	8	24	8	8	13	22
Greater opportunity to improve educ.	3	3	2	5	14	7	5	0	3	8	11	8
Want more desirable pupils	2	3	2	6	13	11	2	6	4	8	12	8
Like opportunity for service to others	2	6	3	8	14	3	2	18	6	4	10	8
More time for hobbies	26	27	22	21	7	22	24	41	20	16	11	11
Marriage-family nat'l fem. role	21	10	8	17	0	0	18	0	14	12	0	0
What Doing to Prepare? (SP)												
Nothing	29	32	29	26	14	23	29	41	28	28	18	28
Studying	10	5	13	14	42	24	7	12	13	20	37	19
Gaining required experience	2	6	6	5	9	7	6	6	4	4	9	11
Planning marriage-maternity	15	6	1	2	0	0	11	0	2	0	0	0
Planning retirement, financially	11	11	9	14	0	7	11	12	5	12	4	6
Plans to Change? (SP)												
No plans	65	68	75	66	76	73	65	88	69	64	73	67
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 41. Percentage of those who would or would not teach again who gave various responses to questions regarding (a) what they would like to be doing 10 years hence, (b) why, (c) what doing to prepare for this, and (d) plans for change.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Would you teach again?---						
What 10 Years Hence? (SP)						
Same as now	17	6	31	22	33	6
Advance in education	10	0	6	7	37	30
Be retired	25	54	33	30	13	31
Retired but employed	7	9	8	4	6	16
Marriage and family	29	14	13	15	0	0
Why Like to Do This? (MP)						
Need more money	2	3	3	4	9	12
Want feeling of self-improvement	10	14	9	15	12	21
Greater opportunity to improve education	6	0	2	4	9	10
Want more desirable pupils	3	3	6	7	9	12
Like opportunity for service to others	3	9	3	11	9	9
Want more opportunities for hobbies	17	51	23	18	7	19
Marriage/family nat'l fem. role	16	9	12	7	0	0
What Doing to Prepare for This? (MP)						
Nothing	30	31	32	15	18	19
Studying	8	3	11	15	40	24
Planning for marriage/maternity	12	3	2	0	0	0
Planning retirement economically	11	9	12	15	2	8
Plans to Change? (SP)						
No plans	69	80	73	67	77	70
N	99	35	115	27	146	86

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

their answers regarding encouragement of a son or daughter seem also to be taking more positive steps to achieve their long-term hopes. At least reliably more are studying to prepare for the expected goal, though this finding again may reflect an age difference. The lesser concern of women with career development is reflected in the lack of differentiation along this line among their data.

These findings find confirmation in Table 41 which presents the proportions of those who would or would not teach again if they could start over who gave various answers to the questions relating to long-term future.

Sources of Satisfaction in Teaching for Those Who Are Satisfied or Dissatisfied with the Occupation

Tables 42, 43, 44, and 45 contrast the satisfied and dissatisfied groups with respect to their answers to questions which asked them to indicate the one most satisfying aspect of teaching, to give other sources of satisfaction, and to indicate what they liked about their current positions. Although only a few of the differences between paired items are reliable, the general pattern is rather consistent. In general, those individuals who are most satisfied more frequently report satisfaction from helping children, imparting knowledge, seeing results in children, working with people, the nature of the student body, or the activities of the occupation. There are, however, certain inconsistencies in this picture. For example, reliably more of the married women who would not recommend that a son go into teaching report satisfaction from imparting knowledge than do those who would so recommend, and, among single women, more of those who would not recommend a son go into teaching reported satisfaction from "seeing results" in children and from "helping" children, though neither of these differences was quite reliable statistically.

It is perhaps noteworthy that in describing satisfactions from present position, married women who are satisfied rather consistently differ from the dissatisfied in frequency of comments upon the quality of the administration as a source of satisfaction. It will be recalled from an earlier section of this report that income did not loom as a particularly important source of satisfaction, nor did it differentiate the satisfied from the dissatisfied to any great degree as a source of satisfaction in the present analysis. Reliably more married women who would not recommend a son go into teaching, compared to those who would, mentioned financial considerations as one of the "other" sources of satisfaction in the teaching profession and reliably more men who would encourage a daughter to go into teaching specified income as a source of satisfaction in the current job. Generally speaking, throughout the tables, the satisfied men more frequently indicated financial considerations as a source of satisfaction, but the difference was

Table 42. Percentage of those who would or would not encourage a son or daughter to go into teaching who gave various answers to questions about sources of satisfaction in the field of teaching.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Most Satisfying Aspect of Teaching (SP)												
Gen'l nurturance (helping)	16	19	14	21	18	16	16	12	18	20	17	25
Nurturance (imparting knowledge)	15	6	12	24	13	22	11	12	15	28	17	22
Seeing results in children	23	37	32	24	33	27	31	24	27	20	30	19
Working with children, people	23	19	23	16	18	14	22	12	21	16	18	6
Other Sources of Satisfaction (MP)												
Financial	6	8	7	20	8	0	6	12	13	4	6	3
Feeling of accomplishment	5	6	8	6	8	5	5	12	7	4	7	3
Gen'l nurturance (helping)	5	18	28	13	13	18	18	12	21	8	15	11
Nurturance (knowledge)	10	10	13	15	13	0	12	0	17	20	9	17
Seeing results in children	21	13	21	10	24	8	19	18	15	12	21	6
Working with children, people	16	10	24	10	17	15	15	0	20	8	18	14
Nature of work	23	19	13	14	16	14	21	12	14	8	15	22
Affiliation (peers)	21	21	24	26	24	26	20	18	26	16	24	19
Autonomy	8	6	3	5	6	3	9	0	4	0	4	11
Security	5	3	0	9	8	8	4	6	4	12	7	8
Flexible hours	8	14	6	10	14	8	12	6	8	4	12	8
"Important job"	3	5	9	8	5	11	3	6	9	8	9	3
Opportunity for growth	6	13	10	5	16	8	9	18	9	0	13	6
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 43. Percentage of those who would or would not teach again who gave various answers to questions about sources of satisfaction in the field of teaching.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Would you teach again?—						
Most Satisfying Aspect of Teaching? (SP)						
General nurturance (helping)	18	14	18	26	15	21
Nurturance (imparting knowledge)	6	9	12	26	17	16
Seeing results in children	30	34	25	18	29	28
Working with children, people	27	11	22	18	19	13
Other Sources of Satisfaction? (MP)						
Financial	6	6	11	18	6	5
General nurturance (helping)	21	17	24	11	14	13
Nurturance (imparting knowledge)	11	11	12	11	8	8
Seeing results in children	23	14	15	15	20	9
Working with children, people	16	11	18	18	16	16
Nature of work	21	11	15	4	20	13
Affiliation (peers)	18	23	25	11	26	26
Security	6	3	3	11	7	5
Flexible hours	11	9	8	11	11	15
"Important job"	1	11	8	7	7	9
Opportunity for growth/learning	9	11	7	15	14	8
N	99	35	115	27	146	86

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 44. Percentage of those who would or would not encourage a son or daughter to go into teaching who indicated various sources of satisfaction (what liked about) in current position.

	Encourage son to teach?						Encourage daughter to teach?					
	Single Women		Married Women		Married Men		Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<u>What Liked about</u> <u>Current Position (MP)</u>												
Income consideration	15	6	15	18	25	16	12	6	15	28	27	8
Advancement-achievement	11	3	1	0	16	11	7	0	1	0	12	14
Sense of accomplishment	11	10	9	14	19	8	8	12	9	16	17	8
Recognition, prestige, respect	8	16	17	14	17	11	11	18	18	8	18	11
Autonomy, independence	13	13	17	12	25	27	12	6	16	8	27	17
Quality administration	31	29	44	31	27	26	30	41	40	24	31	31
Educational program	10	23	15	14	10	22	19	6	16	12	11	14
Good physical facilities	18	11	8	10	10	19	14	12	12	0	11	19
Job not too demanding	10	13	18	9	14	14	10	18	14	12	16	14
Activities of occupation	43	34	37	32	39	22	42	12	32	32	33	19
Community convenient	7	5	9	9	6	8	3	18	10	4	6	6
Community characteristics	13	14	6	3	9	11	18	12	5	0	14	8
Opportunity to help, interact children	13	18	16	14	23	21	16	18	16	0	19	19
Nature of student body	44	45	52	41	41	41	42	41	47	48	43	42
Peer affiliations	52	39	44	39	45	38	46	59	44	32	41	44
Positive description of job	18	19	15	20	19	10	17	24	18	16	16	14
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 45. Percentage of those who would or would not teach again if they could start over who indicated various sources of satisfaction (what liked about) in current position.

	Single		Married		Married	
	Women		Women		Men	
Would you teach again?—	Yes	No	Yes	No	Yes	No
What Liked About Current Position?(MP)						
Income considerations	14	11	16	11	25	20
Advancement-achievement	8	9	2	0	12	9
Sense of accomplishment	8	14	9	7	17	13
Recognition, prestige, respect	15	14	14	11	18	15
Autonomy, independence	13	9	11	11	24	29
Quality of administration	30	29	41	26	28	30
Educational program	15	9	15	15	11	17
Good physical facilities	12	6	11	0	10	17
Job not too demanding	14	6	14	15	13	16
Activities of occupation	42	31	36	37	37	20
Community convenient	3	6	8	11	8	5
Community characteristics	15	11	6	4	10	13
Opportunity to help, interact with children	19	20	15	11	21	16
Nature of student body	42	43	47	44	47	34
Peer affiliations	48	43	39	41	44	39
Positive description of job	20	11	17	19	18	15
N	99	35	115	27	146	86

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

reliable in only the one instance.

The next table (Table 46) summarizes the answers our subjects gave when asked directly to give their reasons for either wanting to or not wanting to teach again if they could start over again at age 18. The upper portion of the table indicates what was liked about teaching by those who indicated that they would teach again if they could start over. Three items stand out---sense of accomplishment, liking for activities of the occupation, and opportunities to help children. The fact that these come to the fore in this direct type of questioning supports the rather tenuous inferences made earlier that those individuals that are satisfied in teaching tend to get intrinsic satisfactions from the work itself, and that to a considerable degree these satisfactions grow out of opportunities to help children and to see the changes that one's influence has wrought.

When the bottom part of Table 46 is examined, we get further support for the hypothesis, emphasizing an orientation toward intrinsic satisfactions on the part of those who turn out to be satisfied in teaching, and an emphasis upon extrinsic factors in careers by those who are not, particularly in the case of men. The two characteristics of the teaching profession most frequently disliked by those who would not teach again if they could start over were (a) financial rewards, and (b) lack of recognition, prestige, and respect in the occupation. Although the married and single women group commented upon the latter, they were apparently relatively satisfied with the matter of income. But in contrast to men, they were particularly critical of the student population. In fact, the two largest figures in this table are the 34 per cent of single women who complain about the unsatisfactory student population and the 45 per cent of married men who complain about income.

Sources of Frustration in Teaching Experienced by Those Who Are Satisfied or Those Who Are Dissatisfied

Tables 47 through 5 contain the breakdown of the data relating to frustrating aspects of teaching according to whether the respondents appear to be satisfied or dissatisfied with the profession.

These tables relate to questions asking the respondents to specify the one most frustrating aspect of teaching, and other frustrations, to make suggestions as to changes in the teaching profession which would make it more attractive, and to indicate what was disliked regarding current position. Very few differences in these tables turn out to be statistically significant, and certainly no more than would be expected by chance. It is interesting, nonetheless, that among the differences that are statistically reliable or nearly so, frustrations due to "overloading of teachers" come

Table 46. Percentage of subjects who gave various reasons for their answer when asked if they would teach again if they could start over at age 18.

	SW	MW	MM
<u>What Liked About Teaching by Those Who Would Teach Again. (MP)</u>			
Financial consideration	11	10	14
Advancement-achievement	3	3	5
Sense of accomplishment	27	24	37
Recognition, prestige, respect	1	6	8
Desirable educational program	2	0	1
Job not too demanding	5	7	4
Liking for activities of occupation	29	25	31
Opportunities to help children	21	31	20
Nature of student population	6	5	3
Affiliation with peers	11	6	6
Gen'l positive description of job	7	10	8
N	99	115	146
<u>What Disliked About Teaching by Those Who Would Not Teach Again. (MP)</u>			
Financial considerations	3	7	45
Lack of advancement	3	0	12
Lack of accomplishment	3	0	10
Lack of recognition, prestige, respect	20	15	26
Undesirable educational program	11	15	15
Job too demanding	14	15	3
Dislike activities of occupation	0	7	1
Few opportunities to help children	0	0	0
Unsatisfactory student population	34	18	10
Lack of affiliation with peers	0	4	1
Gen'l negative description of job	9	7	2
N	35	27	86

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 47. Percentage of those who would or would not encourage a son or daughter to go into teaching who gave various answers to questions about the sources of frustration in the field of teaching.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Most Frustrating Aspect of Teaching (SP)												
Financial	0	0	1	2	12	12	0	0	1	0	12	8
Criticism of homogeneous grouping	6	6	8	5	4	7	5	12	6	8	5	6
Gen'l criticism of pupils	39	35	39	34	37	30	39	24	35	40	34	28
Overloading of teachers	18	21	16	21	6	10	16	18	21	4	8	17
Lack of autonomy	3	3	2	3	8	5	2	18	1	12	7	6
Other Frustrations (MP)												
Financial	3	3	2	6	10	18	3	6	3	8	12	11
Gen'l criticism of pupils	23	27	23	22	16	14	25	24	21	20	15	19
Criticism of associates	2	11	2	6	9	4	6	12	4	12	9	11
Overloading of teachers	28	26	25	28	20	11	31	12	30	16	18	17
Lack of parent/community understanding	11	3	3	5	8	4	6	12	4	0	9	8
Lack of autonomy	8	5	3	3	11	10	6	6	3	4	9	14
Lack of admin. support	11	10	3	7	8	16	11	0	4	12	9	14
Lack of facilities/materials	0	5	15	3	8	7	4	0	11	0	7	11
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 48. Percentage of those who would or would not encourage a son or daughter to go into teaching who reflected sources of frustration in various responses to a question regarding improvements in the teaching profession which would make it more attractive.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Changes to Make Teaching												
More Attractive (MP)												
Better income	42	47	44	47	57	62	44	47	47	36	63	47
Better advancement opportunities	5	6	5	10	11	8	5	6	6	12	13	3
Improve status of teaching	13	10	14	21	26	18	12	6	18	16	24	22
Improve prestige of, respect for tchrs.	11	19	12	15	22	7	14	12	13	16	20	3
Better 'prep. (subject)	3	3	3	10	8	7	4	0	6	8	6	6
Better prep. (skills)	11	2	3	8	6	4	7	0	6	8	6	3
Improve fringe benefits	6	3	9	17	9	14	7	0	15	8	10	14
Improve type of person going into teaching	10	5	6	6	6	4	7	0	4	12	4	14
Equalize teaching load	47	34	47	40	22	27	37	35	47	32	21	39
Improve materials	11	14	12	13	12	8	11	6	14	4	10	14
Improve admin. as related to tchrs.	8	11	5	6	9	11	8	18	5	4	9	8
More effective use of teacher personnel	2	11	2	5	8	8	5	12	3	4	5	14
Stronger admin. support	13	13	7	9	7	12	11	18	8	12	8	17
Better public/parent support	16	16	10	7	11	14	16	12	9	8	15	14
Raise pupil standards	6	10	7	10	8	7	8	12	7	24	8	11
Improve placement/grouping of pupils	10	22	21	14	7	5	14	24	17	16	8	6
Improve curriculum	3	18	10	12	8	8	12	12	8	32	10	6
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 49. Percentage of those who would or would not teach again who gave various answers to questions about (a) the most frustrating aspect of the teaching profession, (b) other frustrations, and (c) improvements that would make the profession more attractive.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Would you teach again?---						
Most Frustrating Aspect of Teaching (SP)						
Financial	0	0	1	4	10	10
Criticism of Homogeneous grouping	7	3	4	15	4	8
Gen'l criticism of pupils	32	51	33	26	33	24
Overloading of teachers	16	17	22	11	8	10
Lack of autonomy	3	3	3	4	10	3
Other Sources of Frustration (MP)						
Financial	3	3	3	4	11	12
Criticism of homogeneous grouping	7	9	6	11	5	2
Gen'l criticism of pupils	20	31	14	22	16	17
Criticism of associates	9	3	4	7	8	13
Overloading of teachers	23	31	30	18	15	17
Lack of parent/community understanding	8	0	5	0	10	6
Lack of autonomy	7	0	3	4	9	10
Lack of administrative support	10	14	2	11	10	13
Lack of facilities/ materials	5	0	13	7	11	3
Large classes, can't meet indiv. needs	1	6	6	15	4	7
Changes to Make Teaching More Attractive? (MP)						
Better income possibilities	49	23	48	18	57	56
Better advancement opportunities	7	0	4	7	8	14
Improve status of teaching	12	3	18	18	27	20
Improve prestige of/respect for teachers	12	11	11	22	20	9
Better teacher preparation (subject)	6	0	5	11	6	8
Better teacher preparation (skills)	8	6	5	15	7	6
Improve fringe benefits	9	3	14	4	11	14
Equalize teaching load	41	37	44	37	21	26
Improve materials	15	6	11	15	13	9
Improve administration as related to teachers	12	14	3	7	7	10
Stronger administrative support	10	14	10	4	8	12
Better public/parent support	13	17	8	4	14	13
Raise standards for pupils	5	11	3	30	9	7
Improve placement/grouping of pupils	11	31	16	15	7	9
Improve curriculum	11	17	7	26	9	9
N	99	35	115	27	146	86

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 50. Percentage of those who would or would not encourage a son or daughter to go into teaching who indicated various types of dissatisfaction with current position.

	Encourage son to teach?						Encourage daughter to teach?					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<u>What Disliked About</u>												
<u>Current Position? (MP)</u>												
Financial												
consideration	2	0	2	3	12	11	1	0	3	4	11	11
Lack of sense of accomplishment	7	13	8	5	3	3	7	18	6	8	4	3
Lack of recognition, prestige	5	10	7	12	8	4	9	6	7	24	6	11
Ineffective administration	5	11	8	17	9	19	8	6	11	24	11	22
Poor educational program	38	32	32	30	25	27	33	35	34	24	26	33
Poor physical facilities	21	19	16	10	14	15	23	0	11	20	14	8
Job too demanding	7	8	12	18	7	5	7	12	15	16	6	6
Activities in occupation	10	3	1	8	7	3	8	0	6	4	7	8
Nature of student body	31	26	31	25	17	22	30	47	23	36	17	22
Peer affiliations	2	5	7	7	8	7	3	6	6	12	7	3
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 51. Percentage of those who would or would not teach again if they could start over who indicated various types of dissatisfaction with current position.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
What Disliked About Current Position?(MP)						
Financial considerations	1	0	3	4	10	13
Lack sense of accomplishment	7	14	5	11	5	2
Lack of recognition, prestige	8	14	7	19	11	9
Ineffective administration	11	3	10	15	10	17
Poor educational program	35	29	32	30	29	26
Poor physical facilities	18	17	11	15	15	13
Job too demanding	9	6	14	19	5	5
Nature of student body	31	37	21	33	14	27
Peer affiliations	3	6	8	7	7	13
N	99	35	115	27	146	86

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

to the fore, on the part of women, and especially married women. But, curiously enough, it is those who evidence satisfaction in teaching (in the sense that they would recommend a daughter to teach) who more frequently express this criticism. It may well be that those who are getting greatest satisfaction from teaching are those who are putting most into it and hence feel the pressure of time. This could be especially true of married women who have the dual burden of working and maintaining a home. Interestingly enough, the same trend is apparent in the proportion of those recommending improvement in income possibilities in order to make teaching more attractive. Where a reliable difference, or near reliable difference, does occur, it is the group evidencing greater satisfaction which more often specifies this point. It may also be noted that despite the paucity of reliable differences, the suggestion of improving the prestige of or respect for teachers as a means of improving the attractiveness of teaching appeared twice, in the case of men, and in both instances it was again the satisfied group who more frequently made this suggestion.

Married women who were dissatisfied reliably more frequently stressed improvement of curriculum and the raising of pupil standards when asked for suggestions as to how to make teaching more attractive. In the reported dislikes regarding current position, only two responses--"poor physical facilities" (single women who would encourage a daughter) and "nature of student body" (men who would not again enter teaching)---turned out to be reliable. As has so often been the case in these comparisons, this is no more than would be expected by chance in this number of differences.

Evaluation of Selected Aspects of the Teaching Profession
by Those Who Are Satisfied or Dissatisfied with
the Profession

We turn now to a consideration of answers to the general questions asked toward the end of the interview given by those who in one way or another evidence satisfaction or dissatisfaction with the field of teaching. The first of the questions to be considered was quite general, asking for suggestions for improvements or developments in or out of the school system which would enable the respondent to do a better job of teaching young people than is now possible. Only a few of the differences in Tables 52 and 53 are reliable; more married men who would encourage a son to teach urged better and more teaching materials, and more men who said they would not teach again if they could start over suggested better pupil grouping. Single women who would not encourage a son to teach more often suggested lightening teachers' load than did those who would encourage a son to teach, and those single women who would encourage a daughter to teach more frequently suggested improved opportunities

Table 52. Percentage of those who would or would not encourage a son or daughter to teach who gave selected answers to the question: "What improvements or developments in or out of the school system would enable you to do a better job of teaching young people than is now possible?" Answers are multiple-punched.

	Encourage son to teach?						Encourage daughter to teach?					
	Single Women		Married Women		Married Men		Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Lighten teacher load	13	29	21	28	20	15	18	24	26	20	20	17
Opport. for more individual work	18	22	22	18	17	15	23	0	24	12	17	11
Better pupil grouping	20	19	13	12	13	16	18	12	10	20	12	19
Better, more teaching materials	36	26	30	24	45	27	35	18	28	24	39	33
Better facilities	10	10	7	13	8	4	15	0	8	20	8	3
Improved curriculum	11	19	16	15	14	14	15	35	14	28	15	8
More emphasis on practical tchg. skills	10	3	2	3	6	1	7	0	2	4	4	0
More help from admin.	5	2	2	9	6	4	3	12	7	4	5	3
Better community support	15	3	9	6	14	14	11	6	7	12	14	8
Better parent support	13	24	22	12	14	10	19	18	16	12	16	11
Opport. for self-improvement	8	6	6	8	11	8	6	6	7	8	11	6
Better pay	3	2	0	3	7	12	2	6	1	4	10	3
No data, no response	18	16	26	24	18	24	14	35	24	20	14	39
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 53. Percentage of those who would or would not teach again who gave selected answers to the question: "What improvements or developments in or out of the school system would enable you to do a better job of teaching young people than is now possible?" Answers are multiple punched.*

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Would you teach again?						
Lighten teacher load	18	17	24	22	21	16
Opportunity for more individual work with pupils	19	20	24	18	16	15
Better pupil grouping	12	23	10	7	9	20
Better and more teaching materials	35	31	28	33	41	30
Better physical facilities	13	9	7	18	7	6
Improved curriculum	20	14	13	15	14	14
Better community support	6	11	7	15	12	12
Better parental support	18	17	16	4	15	9
More opportunities for self-improvement	5	6	9	4	9	12
Better pay	2	3	1	4	7	13
No data, no response	18	20	28	26	19	20
N	99	35	115	27	146	86

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

for individual work. These comments simply serve to direct attention to the reliable differences in the table; they seem too scattered to permit any conclusions since some differences will be due to chance any way.

Generally speaking, as shown in Tables 54-55, teachers who were satisfied more frequently than those who were dissatisfied thought that the professional status of the teaching profession was good. This crops out reliably in a number of the contrasts for all three sex-marital status groups, and thus may be considered a reasonably stable finding. When the question concerned methods of improving professional status, reliable differences between those who were presumably satisfied and those who were dissatisfied cropped up only in the case of men who would or would not encourage a daughter to teach. Those who would encourage a daughter more frequently suggested raising salaries, whereas those who would not encourage a daughter to teach more frequently suggested improvement of teachers' attitudes toward education. The latter group were also more inclined, and reliably so, to give no response to this question.

Those who were satisfied or dissatisfied with teaching differed hardly at all in their opinion of the social status of teachers, at least in the instance of those groups set up on the basis of whether they would or would not encourage a son or daughter to teach. When the groups were differentiated in terms of whether they themselves would teach again if they could start over, those who would teach again, among the married women and married men, more frequently reported that in their opinion the social status accorded teachers was satisfactory.

When questions were directed toward the reasonableness of demands made on teachers' time, the adequacy of the relationships between parents and teachers, and how these matters might be improved, the main finding was that at least for married women and married men those who were less satisfied with their position were reliably less likely in most comparisons to give suggestions for improvement, or indeed even to evaluate the circumstance. Again, this may reflect a lack of involvement in the profession on the part of those who are dissatisfied. Tables 56 and 57 carry the data.

A number of questions were directed toward the merit system, tenure, and the salary situation, and those interviewed were asked to make suggestions for improving each of these situations. Some differences between those who would or would not encourage a son or daughter to go into teaching appeared in the instance of attitude toward the merit system. Reliably more of the married men and women who would encourage a daughter to teach expressed a belief in the desirability of such a system whereas reliably more of the single women who would not encourage a son to teach expressed belief in the system. But these differences were not confirmed by the analysis according to whether or not the

Table 54. Percentage of those who would or would not encourage a son or daughter to teach who gave selected answers to questions regarding the professional and social status of teachers, and suggestions for improving that status.

	Encourage son to teach?						Encourage daughter to teach					
	Single Women		Married Women		Married Men		Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Opinion of Prof. Status of Teaching (MP)												
Status good	23	6	22	9	11	7	13	24	16	8	8	11
Status medium	5	5	9	5	4	3	6	6	6	8	4	0
Status low	16	16	5	20	10	20	15	6	11	20	13	31
Status improving	20	26	23	10	17	14	23	29	18	8	18	6
Deserves to be higher	13	16	13	14	11	5	15	12	11	20	9	3
Not a profession or a doubtful one	8	16	6	8	14	15	11	12	8	4	15	8
No data, no response	18	19	22	23	16	26	17	24	21	24	20	31
How Improve Prof. Status? (MP)												
Improve teachers' attitude toward ed.	18	13	14	15	14	14	14	12	15	4	9	25
Admit only competent teachers	13	11	6	15	17	18	15	6	9	16	14	11
Raise tchr. college standards	10	11	6	8	8	5	11	6	7	8	7	6
Stronger prof. association	11	11	7	6	15	7	12	0	8	4	13	3
Raise salaries	11	16	8	16	24	15	12	6	13	12	23	6
Better public relations	8	13	10	9	13	4	8	12	11	4	12	8
Change in public attitude toward ed.	8	10	16	8	9	11	6	18	13	12	11	8
No data, no response	37	31	45	39	29	41	37	47	42	32	33	50
Opinion of Social Status of Teachers (MP)												
Satisfactory	46	37	49	39	43	37	45	47	47	40	39	36
Unsatisfactory	11	14	3	7	14	19	12	6	4	0	16	14
Better elsewhere	13	6	7	13	9	10	10	0	9	12	10	8
No data, no response	23	42	32	28	28	36	29	41	29	32	30	39
How Improve Social Status? (MP)												
No data, no response	77	80	85	82	78	78	77	88	83	84	77	78
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 55. Percentage of those who would or would not teach again who gave selected answers to questions regarding the professional and social status of teachers, and suggestions for improving that status.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Would you teach again?---						
Opinion of Prof. Status of Teaching (MP)						
Status good	14	17	15	15	9	8
Status medium	7	3	6	7	3	2
Status low	13	17	9	22	12	23
Status improving	20	26	24	7	18	9
Deserves to be higher	18	6	13	7	11	3
Not a profession, or a doubtful one	13	9	5	7	12	16
No data, no response	17	23	24	30	21	24
How Improve Prof. Status (MP)						
Improve teacher attitude toward education	15	11	13	7	13	12
Admit only the competent teacher	14	9	8	15	16	14
Raise teacher college standards	12	14	6	11	6	6
Stronger professional association	12	11	8	0	13	10
Raise salaries	12	11	10	11	20	19
Better public relations	8	11	7	7	14	9
Change in public attitude toward education	10	3	17	4	9	10
No data, no response	35	43	44	44	31	43
Opinion of Social Status of Teachers (MP)						
Satisfactory	46	49	49	30	44	32
Unsatisfactory	12	3	4	4	12	22
Better elsewhere	12	3	8	11	9	13
No data, no response	27	43	31	41	29	31
How Improve Social Status (MP)						
No data, no response	73	89	86	78	81	71
N	99	35	115	27	146	86

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 56. Percentage of those who would or would not encourage a son or daughter to teach who gave selected answers to questions regarding demands on time and relations between teachers and parents, and suggestions for improvement.

	Encourage son to teach?						Encourage daughter to teach					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<u>Are Schools' Demands on Teacher Time Reasonable? (SP)</u>												
Yes	31	42	31	33	44	37	36	53	35	32	41	47
No	16	21	12	16	11	14	18	12	16	8	11	14
No data, no response	23	18	30	28	22	32	20	24	26	32	26	31
<u>How Improve Demand on Time? (MP)</u>												
No data, no response	72	69	70	76	71	79	64	82	72	72	75	83
<u>Are Relations Between Parents & Teachers Adequate? (SP)</u>												
Adequate	10	11	15	16	8	16	10	12	18	12	12	17
Not adequate	31	35	38	26	37	22	31	24	29	28	31	25
Don't see the parents need to see	13	11	5	7	8	5	12	18	6	8	8	6
Parents unwilling to cooperate, etc.	6	5	7	9	10	15	8	6	8	4	11	8
No data, no response	24	18	28	29	22	33	20	24	26	36	26	33
<u>How Improve P-T Relations? (MP)</u>												
More PTA and other social contacts	15	10	0	13	3	7	13	6	14	12	16	3
No data, no response	42	53	28	51	22	55	45	47	48	52	40	61
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 57. Percentage of those who would or would not teach again who gave selected answers to questions regarding demands on time and relations between teachers and parents, and suggestions for improvement.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Would you teach again?---						
<u>Are Schools Demands on Teacher Time</u>						
<u>Reasonable? (SP)</u>						
Yes	35	34	34	22	37	42
No	16	23	16	7	15	8
No data, no response	23	20	28	52	24	35
<u>How Improve Demands on Time? (MP)</u>						
No data, no response	70	60	68	81	72	82
<u>Are Relations between Parents and</u>						
<u>Teachers Adequate? (SP)</u>						
Adequate	8	17	14	11	14	13
Not adequate	36	23	30	22	33	24
Don't see the parents need to see	10	14	8	11	7	5
Parents unwilling to cooperate, etc.	3	14	4	7	9	13
No data, no response, etc.	22	20	28	44	24	36
<u>How Improve Parent-Teacher Relations (MP)</u>						
More PTA & other social contacts	14	11	14	11	18	6
No data, no response	47	49	45	59	37	55
N	99	35	115	27	146	86

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 58. Percentage of those who would or would not encourage a son or daughter to teach who gave selected answers to questions regarding merit system, tenure, salary situation, and suggestions for improvement.

	Encourage son to teach?						Encourage daughter teach					
	Single		Married		Married		Single		Married		Married	
	Women		Women		Men		Women		Women		Men	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Believe in Merit System? (SP)												
Yes	29	45	46	45	59	49	36	29	52	28	59	36
No	23	8	6	10	8	10	17	6	8	4	9	11
Maybe; yes-no	5	3	1	5	2	3	6	0	3	4	3	0
No data, no response	34	32	41	34	24	32	34	47	33	44	23	44
Suggestions for Improvement of Merit System (MP)												
Recognize by salary increase	11	21	18	16	20	8	15	12	20	8	21	6
Let admin. make judgment	6	10	10	2	8	11	7	0	7	4	11	3
Merit system won't work	28	18	18	26	18	18	21	18	21	28	19	11
No data, no response	34	32	37	33	23	30	34	47	32	36	22	44
What About Tenure? (MP)												
Favor completely	37	36	31	29	25	34	37	41	29	28	27	31
Favor, but makes reference to abuses	13	18	20	12	19	11	15	29	20	8	16	11
Neutral: good-bad	13	11	6	10	14	11	11	0	6	16	12	17
Very bad; necessary evil	5	8	11	15	13	4	6	6	13	8	11	3
Not concerned	5	8	1	6	2	3	8	0	3	12	2	3
No data, no response	21	16	22	24	16	27	19	24	21	26	21	26
How Improve Tenure? (MP)												
No data, no response	67	60	66	67	57	73	62	65	63	76	62	75
Is Salary Situation Adequate? (SP)												
Unqualified yes	21	24	16	15	15	12	22	29	16	12	14	8
Qualified yes	15	11	14	7	3	1	13	0	11	8	2	0
Unqualified no	28	29	23	33	48	51	23	24	27	32	45	58
No data, no response	20	16	24	25	20	30	19	24	23	28	25	31
N	61	62	87	87	118	73	122	17	159	25	187	36

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 59. Percentage of those who would or would not teach again who gave selected answers to questions regarding merit system, temure, salary situation, and suggestions for improvement.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Would you teach again?---						
<u>Believe in Merit System?</u> (SP)						
Yes	32	40	48	41	52	59
No	19	11	7	7	11	12
Maybe; yes-no	4	9	5	0	3	2
No data, no response	33	40	35	48	29	24
<u>Suggestions for Improvement of Merit System</u> (MP)						
Recognize by salary increases	15	3	17	7	15	19
Let administrators make judgments	6	3	3	11	9	13
Merit system <u>won't</u> work	22	34	21	18	19	14
No data, no response	33	40	33	44	27	24
<u>What About Temure?</u> (MP)						
Favor it completely	31	37	33	26	24	34
Favor, but makes references to abuses	20	9	17	18	17	13
Neutral: good-bad	13	11	10	0	12	10
Very bad; necessary evil	6	12	9	15	10	10
Not concerned	8	3	2	4	3	0
No data, no response	18	23	23	37	21	24
<u>How Improve Temure?</u> (MP)						
No data, no response	63	54	64	70	59	64
<u>Is Salary Situation Adequate?</u> (SP)						
Unqualified yes	21	23	18	15	14	9
Qualified yes	9	14	11	11	2	1
Unqualified no	28	23	26	18	48	48
No data, no response	18	20	24	41	24	31
N	99	35	115	27	146	86

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

individual would go into teaching again if he could start over, as shown in Table 59. Accordingly, they may be attributed to chance. Again, a number of differences between the proportions giving no response to these questions or having no suggestions were reliable, with the larger proportion characterizing the dissatisfied group.

Perhaps as interesting as any of the findings reported in this section is the fact that when queried directly regarding the adequacy of the salary system those who were satisfied did not differ reliably from those who were dissatisfied in their evaluations. Exactly the same proportion of married men who would or would not enter the profession if they could start over (48 per cent) gave an unqualified "no" to this question, and about the same proportion of those who would or would not recommend a son or daughter go into teaching gave this response. It would almost appear from these findings that although there was general agreement that the financial situation of teachers should be improved, low salary is not in itself a basic source of personal frustration on the part of our respondents.

THOSE WHO ARE OR ARE NOT CONSIDERING LEAVING THE FIELD OF TEACHING

As noted in the first section of this report, it had been originally planned to seek out for interview a sample of teachers who had left the profession and were now in other lines of work. This did not prove feasible because of difficulties of locating such individuals. However, we had asked in one question whether or not the subject had ever considered leaving the teaching profession. It was possible to set up two contrasting groups of individuals: (a) those who, though still employed as teachers, were currently thinking seriously about leaving the field, and (b) those who had never given serious consideration to this issue. While the data presented in this section are closely related to data presented in the immediately preceding section, they have been singled out for separate emphasis.

Although approximately 100 of each sex-marital status group reported that they had never considered leaving the teaching profession only about a quarter to a third of this number reported that they were currently considering this step. Because of the latter small numbers, the magnitude of difference required for reliability at the .05 level of confidence is somewhat larger than in the previous section. As will be noted in Table 60 where these requirements are systematically presented, a difference between 18 and 22 will be required in the instance of the single women, between 15 and 19 in the instance of married women, and between 15 and 18 in the instance of married men. Again, the smaller of these values represent the difference required for reliability at the .05 level of confidence when the percentages are in the neighborhood of 20; whereas the larger of the two numbers refer to that required when the percentages are in the neighborhood of 40.

Other Evidence of Satisfaction or Dissatisfaction

Before moving to a comparison between those who are or are not thinking of leaving the profession, it might be noted in Table 61 that those who plan to leave give other evidences of dissatisfaction. Reliably fewer of all three groups, for example, say that they would definitely enter the teaching profession if they could start over at 18, and in the case of single women and married men reliably fewer would encourage a son to go into teaching. Those who are or are not thinking of leaving the teaching profession were not differentiated with respect to their responses regarding encouragement of a daughter to teach, about three-quarters of each sex-marital status group indicating that they would do so.

Why married women are not differentiated with respect to encouragement of a son to teach is not clear. Possibly, not being so career-minded themselves as are single women and

THOSE WHO ARE OR ARE NOT CONSIDERING LEAVING THE FIELD OF TEACHING

As noted in the first section of this report, it had been originally planned to seek out for interview a sample of teachers who had left the profession and were now in other lines of work. This did not prove feasible because of difficulties of locating such individuals. However, we had asked in one question whether or not the subject had ever considered leaving the teaching profession. It was possible to set up two contrasting groups of individuals: (a) those who, though still employed as teachers, were currently thinking seriously about leaving the field, and (b) those who had not.

Table 60. Magnitude of differences between percentages required for specific comparisons for reliability at the .05 and .01 levels of confidence, for comparison involving percentages around 40 and around 20 in size (differences between those considering and not considering leaving teaching).

Comparison	Magnitude of Difference Required for:			
	.05 Level		.01 Level	
	% about 40 or 60	% about 20 or 80	% about 40 or 60	% about 20 or 80
Single Women:				
Thinking of leaving teaching vs. not thinking of leaving	22	18	28	23
Married Women:				
Thinking of leaving teaching vs. not thinking of leaving	19	15	25	20
Married Men:				
Thinking of leaving teaching vs. not thinking of leaving	18	15	24	19

Other Evidence of Satisfaction or Dissatisfaction

Before moving to a comparison between those who are or are not thinking of leaving the profession, it might be noted in Table 61 that those who plan to leave give other evidence of dissatisfaction. Relatively fewer of all three groups, for example, say that they would definitely enter the teaching profession if they could start over at 18, and in the case of single women and married men relatively fewer would encourage a son to go into teaching. Those who are or are not thinking of leaving the teaching profession were not differentiated with respect to their responses regarding encouragement of a daughter to teach, about three-quarters of each sex-marital status group indicating that they would do so.

Why married women are not differentiated with respect to encouragement of a son to teach is not clear. Possibly, not being so career-minded themselves as are single women and

Table 61. Percentage of those who have never thought seriously of leaving teaching and those who are currently thinking of leaving who replied in various ways to questions inquiring as to (a) whether they would teach again if they could start over, and (b) whether they would encourage a son to go into teaching, and (c) whether they would encourage a daughter.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?—						
Would You Teach Again? (SP)						
No, definitely	24	12	15	5	41	14
No, probably	8	3	3	0	5	7
Not sure	4	3	15	4	11	5
Yes, qualified	0	1	12	4	0	0
Yes, probably	12	10	18	8	5	4
Yes, definitely	52	71	38	78	38	70
Would You Encourage a Son to Teach? (SP)						
No	48	34	44	37	35	20
Neither, not sure	20	11	6	10	24	15
Yes	24	41	44	48	32	56
Would You Encourage a Daughter to Teach? (SP)						
No	12	10	15	7	16	11
Neither, not sure	4	7	9	6	11	9
Yes	80	75	68	83	70	72
N	25	94	34	98	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100, if all categories are presented in the tables. The latter is not always done.

married men, they fail to see the disadvantages that are apparent to the latter. Although overwhelmingly in favor of a daughter teaching, those married women who themselves are planning to leave the teaching profession are somewhat less inclined (the difference is almost reliable at the .05 level) than those who have never considered leaving teaching to encourage a daughter to teach, possibly because their own experience points up some of the disadvantages in both teaching and attempting to run a household. But, generally speaking, all groups view teaching as a perfectly acceptable occupation for women, regardless of the circumstances that may have led them currently to consider leaving the profession themselves.

Somewhat less than complete satisfaction with the current job is evident in Table 62 on the part of the two groups who are most likely to be career minded, the single women and the married men. We had asked subjects to rate in retrospect their general liking for their first position and the general liking for their current position. Although a five point scale was used, in practice this became essentially a two point scale in the instance of the current position. It will be noted that for the two groups just mentioned, about three-quarters of those who had never thought of leaving the teaching profession rated their current position as being extremely well liked in contrast to only about one-quarter of those who were currently thinking of leaving. Although the differences are not so pronounced, the indication is that a lesser enthusiasm for teaching was characteristic of single women and married men who were currently thinking of leaving teaching even when they began their career. Among married women, those who were currently thinking of leaving teaching assigned about the same ratings to their positions, both current and first, as did those who had never considered this step.

Start of Career and Present Position

It seemed reasonable to expect that those who are currently considering leaving the teaching profession would differ from those who have never considered this step with respect to the attitudes they held toward teaching or toward career when they were in college, or would differ with respect to their present position and job related activities such as summer work and study. It was thought, for example, that those planning to leave teaching may have been individuals who didn't want to go into it in the first place, or who had other kinds of orientations toward careers as reflected in long-range plans or in characteristics of occupations that appealed to them when they were in college. It was thought, too, that reasons for taking particular positions may have been more "extrinsic" in the case of those who no longer want to stay in the field. Also, it was expected that those who are planning to stay in the field of teaching would show greater interest in taking summer school or other courses.

Table 62. Percentage of those who are or are not thinking of leaving teaching who assigned various ratings of liking for first and current position.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?—						
Rating of First Position						
Disliked it very much	4	6	3	3	8	3
Tended to dislike it	0	3	9	5	5	5
So-so	16	5	3	8	26	10
Liked it fairly well	28	19	44	40	36	41
Liked it extremely well	48	65	38	41	23	36
No data, refused	4	1	3	2	3	3
Rating of Current Position						
Disliked it very much	0	0	0	0	0	1
Tended to dislike it	0	0	3	2	5	0
So-so	12	2	6	2	18	0
Liked it fairly well	56	19	24	24	41	20
Liked it extremely well	24	75	56	68	28	77
No data, refused	8	4	12	4	8	1
N	25	94	34	98	37	117

Unfortunately, as a perusal of Tables 62 through 66 will reveal, the groups under consideration in this section differed hardly at all in these various respects. Reliably more men teachers were planning to leave the field were in junior high school work, and more single women teachers planning to leave the field were in English and reliably fewer in science and math. But such a small number of reliable differences among all of the comparisons involved in these tables is about what would be expected by chance. Thus, insofar as the present interview employed yielded relevant data, those who were or were not considering leaving the teaching profession differed hardly at all with respect either to the beginnings of their career or their current teaching situation and responsibility.

Sense of Achievement and Future Plans of Those
Who Are Thinking of Leaving the Profession

A sense of having achieved what they had hoped to achieve by this time in their career clearly differentiates those who are thinking about leaving from those who are not. Many more single women and married men (for whom, compared to married women, career should be more significant) who are currently thinking of leaving the profession lack a sense of achievement. The differences, though reliable, are less pronounced in the instance of married women. However, no particular reason comes to the fore to point up the cause of failure for those who want to leave or the reasons for a sense of success for those who want to continue. Only three items achieved statistical reliability (and these are in the case of married men). Reliably more men who have never given serious consideration to leaving the profession say that they have achieved in the sense that they are doing what they want to do, whereas those who are thinking of leaving more frequently report a sense of failure due to lack of advancement in position, and reliably more of them report that if they could have changed their approach to their career they would have chosen something else. These differences suggest a contrast between people who find intrinsic satisfaction in work and those whose satisfactions are extrinsic. But the remarkable finding is that the groups were not differentiated with respect to other categories in Tables 67 and 68 where these data are presented.

The data in Table 69 having to do with future plans is no more revealing than the data having to do with sense of achievement. The differences that are reliable are those obviously to be expected. A larger proportion of those who have never given consideration to leaving the profession want to do the same thing they are doing now and a larger proportion of women who want to leave the profession are desirous of marriage and family. The latter suggests that the dissatisfaction of women may stem from general "role-frustration" rather than from dissatisfaction with their profession per se. A larger proportion of those individuals who have never given consideration to leaving the profession have no plans to

Table 63. Percentage of those who are or are not considering leaving the teaching profession who (a) indicated various types of high school-college-first job sequences, and (b) reported various types of vocational plans, appeals and aspirations when in college.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?--						
What Did You Do After High School? (SP)						
Went to college	88	93	100	89	59	59
Full time work	12	6	0	5	20	28
Military service	0	0	0	0	18	10
Where Did You Go to College? (SP)						
Four-year non-teachers college	88	74	68	63	56	69
Normal school	4	15	18	23	31	17
What Immediately After College? (SP)						
Teaching position	76	78	65	70	54	50
Non-teaching position	12	7	15	10	18	17
Military service	0	0	0	0	15	9
Advanced study	4	4	12	7	10	10
Vocational Plans in College? (SP)						
No plans	8	6	15	2	18	15
Teaching	72	84	68	80	59	56
Other	20	9	18	18	23	24
College Long-Range Plans (MP)						
Career in chosen field	32	42	24	36	36	48
Advancement	4	3	9	3	26	22
Security, steady job	4	4	9	0	10	3
Marriage-family	4	6	9	16	3	1
Marriage-occupation	44	33	44	43	5	4
Occupational Appeal (MP)						
Security	0	5	15	6	3	8
"Satisfaction" (maturity)	20	12	26	17	13	15
"Satisfaction" (other than maturity)	64	60	44	60	59	57
Job benefits	8	2	3	3	13	4
Other influences (incl. availability)	32	43	35	59	46	42
Career Trend (SP)						
Teacher, age 20-29 onward	84	86	68	47	44	37
Entered from other adult work	12	12	18	13	38	37
Left--returned (maternity)	0	0	9	23	0	0
N	25	94	34	58	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 64. Percentage of those who are or are not considering leaving the teaching profession who gave various reasons for taking their first jobs and their current positions.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?---						
Why This Position First? (MP)						
Financial considerations	8	13	9	18	15	21
Location	48	44	53	40	33	28
Characteristics of job	12	9	15	9	15	12
Characteristics of school	16	5	9	6	0	3
First/only offer	20	34	15	30	20	21
Lack of motivation, "a job"	8	11	6	13	26	15
Why Current Position? (MP)						
Financial considerations	4	12	12	9	20	18
Advancement potential	8	3	0	0	8	12
Location	56	47	41	33	33	39
Characteristics of job	8	19	6	18	20	19
Characteristics of school	20	9	15	11	13	10
First/only offer	0	2	9	2	3	7
Lack of motivation, "a job"	4	1	6	9	10	3
N	25	94	34	98	37	117

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 65. Percentage of those who are or are not considering leaving the teaching profession who teach in various types schools and who teach various subjects.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?---						
<u>Type of School (SP)</u>						
Junior high	28	39	38	30	41	24
Senior high	52	37	32	45	33	43
Junior and senior high	16	15	21	18	23	24
Elementary and junior high	4	4	6	4	3	3
<u>Subjects Taught (SP)</u>						
English	36	20	21	25	3	9
Social studies	16	13	24	7	10	17
Foreign languages	12	8	3	3	0	3
Science, mathematics	4	20	18	18	28	28
Business, commercial	8	6	0	14	3	3
Shop, industrial	0	0	0	0	18	11
Phys. ed., coaching	4	8	3	6	13	12
Music, art, drama	8	11	15	7	13	10
Home ec., agriculture	12	7	15	9	0	0
English-social studies core	0	4	3	4	3	2
Miscellaneous, special	0	2	0	6	8	3
N	25	94	34	98	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100, if all categories are presented in the table. The latter is not always done.

Table 66. Percentage of subjects who are or are not considering leaving teaching who work and/or study formally during the summers and school year.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?---						
What Did You Do Last Summer? (MP)						
Vacation at home	40	33	35	44	13	9
Travel	16	24	6	16	8	9
Vacation, other	12	5	3	9	0	6
Worked, non-teaching	12	13	6	3	20	30
Worked, camp counselor	12	6	9	2	5	9
Worked, teaching	4	3	6	9	13	19
Attended summer school	8	15	21	14	31	17
Work and Study During the Year? (SP)						
Working	4	10	18	11	55	51
Taking courses	8	12	24	15	26	22
Why Taking Courses? (MP)						
To obtain a degree	24	32	29	27	41	36
To get a license	8	6	9	11	8	16
To get salary increase	0	3	3	3	15	9
To improve teaching	28	30	9	23	15	18
N	25	94	34	98	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 67. Percentage of those who are or are not considering leaving the teaching profession who reported having achieved or not achieved in their profession and various ways in which they have achieved.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?---						
Have You Achieved? (SP)						
Yes	36	63	50	63	22	53
No	28	7	24	8	32	9
Partly, yes or no	24	24	24	19	38	26
How Achieved? (MP)						
Financial progress	24	17	3	18	27	21
Recognition through better teaching position	8	9	15	10	11	19
Sense of competence	44	58	56	46	43	50
Pride in success of pupils taught	16	17	26	17	14	15
Good relations, children	12	18	18	17	14	12
Doing what want to do	28	31	21	31	16	36
Has continued study	8	10	12	18	14	15
Home life, children	4	1	15	11	16	10
Has helped many people	8	4	15	6	3	6
Had variety of experiences	12	7	6	16	3	14
Professional success outside teaching	4	6	6	5	8	10
Advanced in position	0	9	3	2	14	14
Being in a profession	12	6	3	1	5	5
N	25	94	34	98	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 68. Percentage of those who are or are not considering leaving the teaching profession who indicated various ways in which they had failed to achieve, why they had failed, and what they would have done differently with respect to their careers.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?-----						
How Failed? (MP)						
Financially	0	3	3	2	24	18
Failure to advance in position	8	6	3	3	27	11
Failure to stimulate pupils, achieve educational objectives	28	27	35	20	19	8
Work too hard	12	11	3	4	3	1
Why Failed? (Gen'l) (SP)						
Blocks to advancement	40	9	26	8	38	31
Blocks to effective teaching	28	39	41	29	30	21
Both above	4	5	15	4	13	4
No data, did not fail	28	47	18	59	19	44
Why Failed? (Specific) (MP)						
Lack of opportunity, positions	4	2	6	0	19	6
Lack of opportunity for training	4	2	3	2	14	6
Lack of money	0	3	3	1	5	15
Lack of ability	16	2	9	2	8	1
Nature of pupils	12	18	15	10	5	3
Nature of mass education	4	4	3	1	11	3
Lack of change, motivation	12	0	6	1	3	3
What Do Differently? (MP)						
Nothing, not much	24	36	32	30	30	38
Chosen other career	4	6	9	4	32	9
Teach, but other grade, subject	12	7	6	7	3	6
More careful career choice	8	14	6	11	11	23
Better planning for advancement	24	11	21	16	8	15
Been a better teacher	12	9	9	9	0	3
N	25	94	34	98	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 69. Percentage of those who have never thought seriously of leaving teaching and those who currently are who gave various responses to questions regarding (a) what they would like to be doing 10 years hence, (b) why, (c) what doing to prepare for this, and (d) plans for change.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?---	Yes	No	Yes	No	Yes	No
<u>What Like to Do 10 Years Hence?</u> (SP)						
Same as now	8	19	15	35	11	25
Advance in education (administration, etc.)	8	7	9	5	43	31
Be retired	28	35	15	32	14	22
Be retired, but gainfully employed	0	13	6	7	8	8
Be out of educational field	4	0	3	2	16	3
Marriage and family	44	13	44	12	0	0
<u>Why Like to Do This?</u> (MP)						
Want feeling of self-improvement	8	11	12	7	11	15
Greater opportunity to improve education	0	6	3	1	8	11
Want more desirable pupils	8	2	12	3	8	9
Like opportunity for service to others	12	1	6	5	22	12
Want more opportunities for hobbies	20	28	6	22	8	10
Marriage-family natural feminine role	24	9	26	12	0	0
<u>What Doing to Prepare for This?</u> (SP)						
Nothing	32	30	29	34	19	17
Studying	12	5	9	12	35	32
Gaining experience	4	5	6	5	11	8
Planning for marriage, maternity	12	5	6	0	0	0
Planning for retirement financially	8	13	15	10	3	1
<u>Plan to Change?</u> (SP)						
No plans	48	74	35	79	54	82
Teach in different school	16	4	9	4	5	0
Advanced position in education	4	2	3	0	11	4
Leave for other occupation	4	0	6	0	11	0
Leave for marriage or maternity	0	1	12	0	0	0
N	25	94	34	98	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

change. Responses to questions as to why they wanted to do this or what they were doing to prepare for the hoped for goal did not differentiate the two groups with which this section of the report is concerned.

Sources of Satisfaction in Teaching

In Table 70 are presented the percentage of individuals who gave various responses to questions inquiring about the most satisfying aspect of teaching, other sources of satisfaction in teaching, and what was best liked about the current position. Again, the number of differences reaching a .05 level of confidence as to their reliability is only about what would be expected by chance among this number of comparisons. Reliably more married men who have never thought of leaving teaching, compared to those who are currently thinking of leaving, get satisfaction from "seeing results" and from the general activities involved in their occupation, suggesting again their greater orientation toward work as a source of intrinsic satisfaction. Reliably more single women report satisfactions resulting from the character of the student body (present position). But the general picture is one of overall similarity of both groups with respect to sources of satisfaction.

Sources of Dissatisfaction and Frustration in Teaching

It might be expected that the frustrations in teaching might be highlighted by answers to the question as to what caused those individuals who were thinking of leaving the teaching profession to consider this step. As Table 71 shows, financial reasons were reported by about half the married men, and this reason stands out as the primary factor in this group. Among married women desire for motherhood and housewifely duties was prominent in desire to leave. Among single women, the responses were more scattered. About a quarter indicated that they liked another kind of work, and a desire to retire and to marry were prominent.

The next table (Table 72) relates to sources of frustration in the teaching profession in general. Subjects had been asked to identify the one most frustrating aspect of the teaching profession, to identify other frustrating aspects, and to indicate changes which would make teaching more attractive in general regardless of their own satisfactions and dissatisfactions. Again, the surprising thing about the table is a relative lack of reliable differences. Only four differences in the whole array turn out to be reliable at the .05 level, a number that would be expected by chance among this many comparisons.

In these data (in contrast to the preceding table) income does not seem to be a very important factor. The number indicating income as the single important source of frustration was sufficiently few that this item was not

Table 70. Percentage of those who are or are not considering leaving the teaching profession who gave selected answers to questions relating to (a) the most satisfying aspect of teaching, (b) other sources of satisfaction in teaching, and (c) what was liked about current position.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?---						
<u>What About Teaching Gives Most Satisfaction? (SP)</u>						
General nurturance (helping children)	8	19	12	15	22	14
Nurturance (imparting knowledge)	12	11	18	20	14	16
"Seeing results"	36	28	29	29	32	32
Working with children, people	24	20	15	18	19	15
<u>Other Satisfaction (MP)</u>						
Financial	4	9	12	6	8	6
Feeling of accomplishment	0	6	9	5	11	4
Gen'l nurturance (helping children)	20	17	21	24	11	15
Nurturance (imparting knowledge)	8	10	24	15	14	9
"Seeing results"	32	18	18	15	5	21
Working with children, people	12	17	24	16	11	15
Nature of work	8	19	18	12	16	16
Affiliation with peers	12	19	32	19	32	23
Flexible hours	16	10	6	8	14	11
Opportunity for continued growth	12	5	0	11	5	15
<u>What Liked About Current Position? (MP)</u>						
Financial considerations	8	13	24	13	20	22
Advancement-achievement	4	9	0	2	10	14
Sense of accomplishment	16	8	15	10	23	16
Recognition, prestige, respect	8	16	15	16	28	15
Autonomy, independence	12	12	12	10	31	22
Quality of administration	28	28	35	40	20	29
Good educational program	20	15	15	14	10	14
Good physical facilities	16	12	21	7	18	12
Job not too demanding	8	12	21	14	15	13
Activities of occupation	32	39	26	33	18	37
Community characteristics	28	12	6	5	13	8
Opportunity to help, interact with children	12	22	9	21	28	21
Nature of student body	20	42	44	45	33	41
Affiliation with peers	36	48	44	41	33	39
Positive descriptions of job	16	23	15	21	3	19
N	25	94	34	98	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 71. Percentage of subjects who had never seriously considered leaving the teaching profession and those who currently are thinking of leaving who gave various reasons as to what caused them to think about leaving.

Thinking of leaving teaching?---	Single		Married		Married	
	Women	No	Women	No	Men	No
Thinking of leaving teaching?---	Yes	No	Yes	No	Yes	No
To marry; be housewife, mother	16	0	32	0	0	0
Only for advancement in education	12	0	3	0	8	2
To retire	16	1	6	0	3	3
Like other kind of work	24	1	6	1	3	0
Financial reasons	0	0	6	0	49	0
For advancement (out of education)	0	0	0	0	11	0
Frustration due to pupils	8	0	3	0	14	0
Frustration relating to administration	0	1	15	0	5	0
Lack feeling of accomplishment or competence	4	0	3	0	14	0
N	25	94	34	98	37	117

Table 72. Percentage of those who never seriously considered leaving the teaching profession and those currently thinking of leaving who gave various answers to questions about (a) the most frustrating aspect of the teaching profession, (b) other frustrations, and (c) improvements that would make the profession more attractive.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?—						
Most Frustrating Aspect of Teaching Profession. (SP)						
Frustration of nurturance need (helping)	12	5	3	10	5	5
General criticism of pupils	28	40	41	32	30	39
Overloading of teachers	12	18	12	22	14	11
Lack of autonomy	4	3	0	3	16	4
Other Sources of Frustration (MP)						
Financial	0	3	6	2	8	10
Explicit criticism of homogeneous grouping	0	6	12	5	5	4
General criticism of pupils	32	20	32	16	14	17
Criticism of associates	8	4	0	5	16	8
Overloading of teachers	32	28	26	29	22	15
Lack of administrative support	16	6	6	3	19	6
Lack of adequate facilities and materials	4	2	12	8	5	10
Changes to Make Teaching More Attractive (MP)						
Better income possibilities	36	39	53	47	70	56
Better advancement opportunities	0	5	9	3	11	7
Improve status of teaching	12	9	18	16	30	21
Improve prestige, respect for teachers	16	10	9	15	11	15
Better subject matter prep. of teachers	8	2	18	3	3	4
Better teaching skill preparation	8	4	15	2	5	7
Improve fringe benefits	0	9	9	15	24	7
Equalize teaching load	32	41	32	44	19	23
Improve teaching materials	12	11	15	9	11	15
Improve administration	4	16	6	3	5	8
More effective use of teachers	12	4	3	4	3	6
Stronger administrative support	12	14	6	8	5	9
Better parent, public support	8	17	9	11	8	14
Raise standards for pupils	24	4	9	5	8	9
Improve pupil placement, grouping	24	14	15	13	8	9
Improve curriculum	20	11	12	8	5	9
N	25	94	34	98	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

included in the table (under circumstances where as many as 10 per cent of any group checking it would have resulted in its inclusion), and it just barely reached the criterion for inclusion in the table under "other sources of frustration." Yet improvement of income possibilities was the point stressed more frequently than any other point by all three groups---single women, married women, married men---in answer to the question regarding changes that would make the teaching profession more attractive. However, even here those who were currently thinking of leaving the profession advanced this suggestion only slightly more frequently than did those who had never given leaving the profession any serious thought. However, in the case of married men, the difference was almost great enough to achieve our criterion for .05 level of significance. Somewhat related is the observation by those married men thinking of leaving that fringe benefits might be improved to make the profession more attractive.

Among married women those thinking of leaving seemed somewhat more unhappy about the preparation of teachers, both with respect to skills and subject matter, than did those who had no thought of leaving, and single women who were thinking of leaving teaching recommended that standards for pupils be raised. When describing their dissatisfactions with their current position married women who were thinking of leaving singled out poor physical facilities and the nature of the student body more often than did those who had given no thought to leaving the profession. Although the difference was not reliable, 44 per cent of single women who were thinking of leaving the profession expressed dissatisfaction with the educational program in their present position compared to only 28 per cent of those who had not considered leaving. Reliably more of the married men who were considering leaving expressed dissatisfaction in their relationships with their co-workers than did those who had given no thought to leaving.

While the overall picture presented in Tables 71, 72 and 73 is one of substantial similarity, since about as many differences as have been just commented upon would appear by chance in this number of comparisons, the responses of the women do seem to cluster around dissatisfaction with the school program---teacher's preparation, quality of the school program, standards of pupils, quality of physical facilities. It may be, that women who do not seek the types of occupational goals that characterize men have a stronger need to identify with an activity that seems to them to be effective. However, even in these comparisons where significant differences were observed, those reporting dissatisfaction were distinctly in the minority.

Table 73. Percentage of those who are and are not considering leaving the teaching profession who indicated various types of dissatisfaction with current position. Data are multiple punched.*

Thinking of leaving teaching?—	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Financial considerations	0	1	3	3	13	9
Lack of recognition, prestige	20	8	6	8	15	3
Ineffective administration	12	8	12	9	15	6
Poor educational program	44	28	39	31	26	27
Poor physical facilities	12	13	24	8	15	12
Job too demanding	12	8	24	13	5	5
Activities in occupation	12	4	9	2	3	4
Nature of student body	36	29	41	26	26	22
Affiliation needs frustrated (peers)	0	4	3	6	23	8
Nothing disliked	4	20	6	19	13	22
N	25	94	34	98	37	117

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Evaluation of Selected Aspects of the Teaching Profession

As will be recalled from previous sections of this report, the interview ended with a series of questions directed mainly toward specific aspects of the teaching profession. However, the first question was quite general, and asked about the kinds of developments or improvements in or out of the school system which would enable a person to do a better job of teaching than is now possible. As will be noted in Table 74 no reliable differences appeared between those who were thinking of leaving teaching and those who never had considered this step.

Other questions were directed toward the professional status of teaching, the social status of teachers, the demands made on teachers' time, adequacy of relations between parents and teachers, attitudes toward the merit system, toward tenure, and toward the salary situation. Only seldom does a reliable difference appear, and together reliable differences total about the frequency that would be expected by chance. Married men who would have never thought of leaving more frequently indicated that only the competent teacher should be admitted to the profession, and single women who were considering leaving thought better public relations were called for, if the professional status of teaching were to be improved. Single women who were considering leaving asserted that community demands on teacher's time was reasonable much more frequently than did those who never considered leaving, though the two groups agreed in numbers who said the demands were not reasonable. The big difference between these two groups was in the percentage not responding, with many more of those single women who had given no thought to leaving failing to give a response. Actually, as one examines the data in Tables 75 thru 77 it becomes apparent that single women who have given no thought to leaving the teaching profession are more likely to give a noncommittal response than those who are considering leaving. The latter apparently are willing to speak out on issues that bother them, or are generally more discriminating about the work situation than those who have never thought of leaving.

In view of the emphasis upon salary, it is of interest to note that even when directly queried regarding the adequacy of the salary situation, those considering leaving differed hardly at all from those who never considered leaving the profession. In the case of married men about half of each group replied with an unqualified "no" when asked about the adequacy of the salary situation.

In total, the findings reviewed in this section turn out to be singularly uninformative. And yet a priori considerations would lead to the expectation that the contrast between groups such as these would be especially revealing regarding sources of dissatisfaction. One conclusion might well be that the interview focused upon the occupation, and thus concerned itself primarily with situational factors. It may well be that the important differences are to be found in

Table 74. Percentage of those who are or are not considering leaving the teaching profession who gave selected answers to the question: "What improvements or developments in or out of the school system would enable you to do a better job of teaching young people than is now possible?" Answers are multiple-punched.

Thinking of leaving teaching?	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Lighten teacher load	12	18	24	20	19	22
Opportunity for more individual work	16	15	24	22	16	15
Better pupil grouping	16	11	15	10	14	13
Better and more teaching materials	36	33	29	26	49	38
Better physical facilities	16	14	18	7	11	5
Improvement of curriculum	16	15	21	9	14	14
Better community support & understanding	8	11	15	4	14	11
Better parent support	20	13	15	18	22	14
More opportunities for self-improvement	8	6	6	9	5	10
Better pay for teachers	0	1	6	0	16	4
No data, no response	12	21	24	28	16	20
N	25	94	34	98	37	117

Note: "MP" (multiple punch) indicates the answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 75. Percentage of those who are or are not considering leaving the profession who gave selected answers to questions regarding the professional and social status of teachers, and suggestions for improving that status.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?---						
Opinion of Prof. Status of Teaching (MP)						
Status good	16	12	26	13	5	11
Status medium	4	6	6	9	5	2
Status low	24	16	9	9	16	15
Status improving	20	19	12	18	14	17
Deserves to be higher	16	17	15	12	14	9
Not a profession, or a doubtful one	12	11	9	3	16	13
No data, no response	8	21	21	27	22	18
How Improve Prof. Status (MP)						
Improve teacher attitude toward education	4	14	15	11	5	9
Admit only competent teachers	16	10	9	8	3	18
Raise teacher college standards	16	9	6	7	5	8
Stronger professional association	12	11	6	8	14	13
Raise salaries	4	12	12	14	16	16
Better public relations	24	6	12	10	8	14
Change in public attitude toward education	8	9	12	13	16	9
No data, no response	24	40	41	44	43	31
Opinion of Social Status of Teachers (MP)						
Satisfactory	40	44	50	43	43	48
Unsatisfactory	16	13	3	6	22	13
Better elsewhere	12	11	15	9	8	9
No data, no response	32	31	26	34	24	27
How Improve Social Status (MP)						
No data, no response	60	78	79	86	70	80
N						
	25	94	34	98	37	117

Note: "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 76. Percentage of those who are and who are not considering leaving the teaching profession who gave selected answers to questions regarding demands on time and relations between teachers and parents, and suggestions for improvement.

Thinking of leaving teaching?	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
<u>Are Schools Demands on Teacher Time Reasonable? (SP)</u>						
Yes	56	28	29	36	41	44
No	20	20	21	13	24	12
No data, no response	8	28	29	31	22	25
<u>How Improve Demands on Time (MP)</u>						
No data, no response	52	69	68	71	70	75
<u>Are Relations Between Parents and Teachers Adequate? (SP)</u>						
Adequate	8	12	9	15	16	17
Not adequate	32	32	38	26	35	25
Don't see the parents need to see	20	9	12	5	8	10
Parents unwilling to cooperate, etc.	8	5	9	10	14	9
No data, no response	8	27	29	30	22	25
<u>How Improve P-T Relations? (MP)</u>						
More PTA and other social contacts	16	11	18	12	14	12
No data, no response	40	52	44	51	38	44
N	25	94	34	98	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 77. Percentage of those who are or are not considering leaving the teaching profession who gave selected answers to questions regarding merit system, tenure, salary situation, and suggestions for improvement.

	Single Women		Married Women		Married Men	
	Yes	No	Yes	No	Yes	No
Thinking of leaving teaching?---						
<u>Believe in Merit System? (SP)</u>						
Yes	48	31	56	54	57	55
No	8	18	0	4	8	10
Maybe; yes-no	4	3	0	4	0	2
No data, no response	36	38	32	35	32	29
<u>Suggestions for Improvement of Merit System (MP)</u>						
Recognize by salary increases	12	14	15	23	19	15
Let administrators make judgment	0	9	6	6	14	9
Merit system <u>won't</u> work	4	27	15	20	14	21
No data, no response	36	38	29	33	32	28
<u>What About Tenure? (MP)</u>						
Favor it completely	28	38	29	32	19	31
Favor, but makes references to abuses	16	16	15	16	11	20
Neutral: good-bad	4	11	6	9	19	7
Very bad; necessary evil	20	5	15	7	19	11
Not concerned	8	6	3	3	0	3
No data, no response	12	22	21	26	19	19
<u>How Improve Tenure? (MP)</u>						
No data, no response	44	72	56	66	51	65
<u>Is Salary Situation Adequate? (SP)</u>						
Unqualified yes	36	23	9	15	8	14
Qualified yes	12	7	6	10	5	3
Unqualified no	20	26	38	27	51	47
No data, no response	8	22	24	27	19	25
N	25	94	34	98	37	117

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

personality characteristics of the two groups rather than in their descriptions of the teaching situation. Or it may be, that the differences between the two groups are not as great as we had anticipated, since we have asked only whether they were considering leaving. It is probable that most of those who are giving thought to this matter will, in fact, not leave the profession. The evidence is that they are more dissatisfied with the profession than are those who have given no thought to leaving, but they have essentially the same sources of satisfaction and dissatisfaction, and to the same degree, as those who have not planned to leave. Data relative to personality differences between those who show differing degrees of "permanency expectations" will be reported in a later section.

VI

THOSE WHO PLANNED OR DID NOT PLAN TO GO INTO TEACHING WHEN IN COLLEGE

In this section of the report we will consider briefly the experiences of those individuals who had planned to go into teaching when they were in college as compared with those who planned to go into other fields or who had no plans when in college. Our concern in this phase of the analysis was mainly to get some indication of the nature of early career orientation and aspirations, and of the degree and source of satisfaction or dissatisfaction in actual teaching on the part of those who had differing plans when in college. The data to be presented relate to selected questions from the interview.

It will be recalled that data previously presented in this report and in an earlier report (Kuhlen and Dipboye, 1959) suggested that for teachers career had relatively low "saliency." As an "indeterminant" occupation, teaching is available to individuals of college graduate educational level who have not yet decided as to what they want to do, a group who would probably include an undue proportion of individuals who are not particularly career-oriented. The latter group might be expected to "take what comes" in later career with a certain complacency and satisfaction, since nothing was really "wanted" in the first place. We would expect this group to be quite similar in degree of satisfaction experienced to those who definitely planned to become teachers. The group who had other plans, and possibly entered teaching as a compromise or as a result of frustration of original plans, might be expected to experience least satisfaction in the teaching field. At least, so would we reason in the case of men; among women these expectations might in fact be reversed. Those women who had no plans may well have been oriented toward marriage, and for them teaching may be a second best "occupation."

To obtain even a small number of women who had "no plans" when in college, it was necessary to combine the single and married groups. Of the combined sample of women, 9 per cent had no plans when in college, 14 per cent had plans other than teaching, and 77 per cent planned to go into teaching when in college. The corresponding figures for men were 16 per cent with no plans, 24 per cent with plans other than teaching, and 58 per cent planning on teaching. The higher percentage of women planning on teaching when they were in college as compared to men is to be expected in view of teaching being a "woman's" occupation.

It will be recalled from the earlier section on career trends that more younger than older men had planned to become teachers when they were in college, whereas more older men planned to go into occupations other than teaching. Thus the

THOSE WHO PLANNED OR DID NOT PLAN TO GO INTO TEACHING WHEN IN COLLEGE

In this section of the report we will consider briefly the experiences of those individuals who had planned to go into teaching when they were in college as compared with those who planned to go into other fields or who had no plans when in college. Of concern in this phase of the analysis was to get some indication of the nature of early career orientation and expectations, and of the degree and source of adjustment or dissatisfaction in actual teaching on the part of those who had differing plans when in college. The data to be presented relate to selected questions from the interview.

Table 78. Magnitude of differences between percentages required for specific comparisons for reliability at the .05 and .01 levels of confidence, for comparison involving percentages around 40 and around 20 in size (differences between those with different plans when in college).

Comparison	Magnitude of Difference Required For:			
	.05 Level		.01 Level	
	\$ about 40 or 60	\$ about 20 or 80	\$ about 40 or 60	\$ about 20 or 80
Women (Married and Single)				
No plans vs. plans to teach	17	14	22	18
No plans vs. plans other than teaching	21	17	27	22
Plans to teach vs. plans other than teaching	14	11	18	15
Men (Married)				
No plans vs. plans to teach	16	13	22	18
No plans vs. plans other than teaching	19	15	25	20
Plans to teach vs. plans other than teaching	14	11	18	15

matter of age contaminates the contrasts between men in this section, and appropriate caution should be exercised in interpreting the data.

Before moving to a consideration of percentages of the various groups who responded in particular ways to the interview schedule, attention is invited to the magnitude of differences that will be reliable at the .05 and .01 levels of confidence. The appropriate figures are contained in Table 78. When those women who did not plan to go into teaching when in college are compared with those who did, differences between 11 and 17, depending on the group, are reliable at the .05 level of confidence. When comparisons involve the men who did not plan to go into teaching with those who did, differences in the neighborhood of 11 to 16 are reliable at the .05 level of confidence.

Early Orientation, Career Trends, and Future Plans

In Table 79 are presented a variety of data bearing on the course of the career from early plans when in college to future orientation. Perhaps the major point of the table is that those individuals who actually chose and planned to go into teaching when in college were more career oriented and expected to derive more satisfaction from teaching than did those who did not. Among men, for example, a reliably larger proportion of those who intended to go into teaching when in college mentioned "advancement" among their long range plans. Similarly they reliably more frequently mentioned general satisfactions (other than nurturance) as among the appeals which their vocational choice held for them when they were in college. As might be expected, those males who had made no choices when in college had experienced less influence from other sources (home, school, etc.) than did those who had planned either to go into teaching or into other fields. Those teachers who did not plan to go into teaching when in college were less likely to enter teaching directly after finishing school and reliably more likely to enter teaching from some other adult work experience. When queried regarding their future plans, those individuals who had planned when in college to go into teaching more frequently indicated that they wanted to stay in the same field as now, but the difference was reliable only when compared with those who had plans for going into other areas when in college.

Much the same pattern holds for women. A main difference between the sexes involves the greater emphasis upon marriage among women. Women who had no plans when in college, but who ended up in teaching, tended to emphasize marriage and family as their long range plans reliably more frequently than did those who were planning to go into teaching or into other occupations. Those who planned to go into

Table 79. Percentages of subjects who planned and did not plan to go into teaching when in college who responded in particular ways with respect to (a) plans when in college, (b) type of appeal occupation held when in college, (c) character of career trend thus far, and (d) future plans.

	Married & Single Women			Married Men		
	No Plans	Teaching	Other	No Plans	Teaching	Other
Long Range Plans in College. (MP)						
Career in chosen field	14	37	33	40	49	48
Advancement	0	3	6	7	32	18
Get into different field	6	6	2	17	6	9
Marriage-family	29	9	13	2	0	3
Marriage-occupation	29	43	30	0	6	8
Self-improvement	14	7	13	5	5	5
Appeal of Occupation of Choice When in College (MP)						
Security	11	7	9	7	5	9
Satisfaction, nurturance	17	16	13	12	16	12
Satisfaction (other than nurturance)	29	65	43	43	66	44
Job benefits	6	4	4	14	7	3
Other influences	14	50	44	21	46	53
Career Trend (SP)						
Teacher (20-29 onward)	63	66	41	24	44	36
Entered from other adult job	14	7	30	52	28	42
Left/returned other job	6	7	0	12	9	11
What Like to Do 10 Years Hence? (SP)						
Same as now	11	24	9	24	30	8
Advance in education	3	6	7	36	37	27
Retired	26	30	26	26	14	21
Retired but employed	0	6	11	10	6	17
Marriage and family	40	18	24	0	0	0
N	35	294	54	42	152	66

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

teaching when in college apparently even then, as they recalled the situation, were thinking of combining marriage with career; at least, they more frequently mentioned occupation along with marriage as part of their long range plans. Women who did not plan to go into teaching but had chosen some other occupation (presumably non-standard-women's-occupations) mentioned marriage and family less frequently than did those who had no plans and marriage and occupation less frequently than those who were going into teaching.

Satisfaction with Career

Table 80 contains five items of information relating to the degree of satisfaction our respondents had with respect to their careers. Two of the items (the first and the last in the table) relate to personal evaluations regarding one's satisfaction with one's work at the present time, whereas the other three items involve situations in which the respondents could express opinions without even an implied commitment for following through on them. One would expect dissatisfaction to be more evident in the latter three categories of response than in the other two. As pointed out earlier, as time passes in an occupation individuals may become reconciled and adjusted to their own situation, but would evidence their general dissatisfactions in recommendations that they might make to a son or daughter, or in what they themselves might do if they could start over.

The general impression that one gets from the table, is that women who had no plans when in college differ more from those who planned to go into teaching than did women who had other plans. Among men those who had no plans appear in most instances to be more nearly like those who planned to go into teaching. Presumably women who selected teaching and those who planned other careers when in college were more alike in the sense that they were both career-oriented (in the feminine frame of reference), whereas the men who selected teaching and those who had no plans when in college were alike because neither group is particularly career-oriented in the conventional masculine sense of "getting ahead." It is probable that those men who when in college planned to go into fields other than teaching were much more career-oriented than either of the other two groups, but possibly entered teaching because of obstacles that stood in the way of achieving other goals.

Be this as it may, it will be noted that women who had no plans less frequently rated liking for their present job as "extremely well" (though the difference was not quite reliable) but reliably less frequently indicated that they would teach again if they could start over again at 18, and reliably less frequently answered "no" when asked if they had ever thought of leaving the field of teaching. Those with no plans when in college also less frequently indicated that

Table 80. Contrasts between those who planned to enter teaching when in college and those who did not, in terms of percentages providing various evidences of job and occupational satisfaction.

	Married and Single Women			Married Men		
	No Plans	Teaching	Other	No Plans	Teaching	Other
Job Satisfaction, Latest Job (SP)						
Liked extremely well	49	63	57	62	64	48
Liked fairly well	34	26	30	19	26	38
Would You Teach Again? (SP)						
Definitely yes	37	58	56	50	62	39
Definitely no	31	11	17	26	21	36
Encourage Son to Teach? (SP)						
No	37	40	35	33	23	32
Yes	34	38	46	36	48	38
Encourage Daughter to Teach? (SP)						
No	14	11	11	19	10	15
Yes	69	73	76	60	74	66
Thought of Leaving Teaching? (SP)						
No	26	53	48	45	42	44
Currently yes	21	14	20	14	16	13
Number of Subjects	35	294	54	42	152	66

Note: "SP" (single punch) means percentages in all categories should sum to 100, if all categories are presented in the table. The latter is not always done.

they would encourage a son to go into teaching, though in this case also the difference was unreliable. None of the differences in this table between women who planned to go into teaching when in college and those who had other occupational plans even approached reliability.

Among men those who had no plans when in college seem to be about as well satisfied with their choice as did those who had planned to go into teaching. Not so with those who had chosen other occupations. Compared to those who had chosen teaching, they reliably less frequently rated satisfaction with their latest job as "extremely well" less frequently evidenced an interest in teaching again if they could start over again at age 18. It is of interest, that no reliable differences appeared among these groups, males and females, with respect to current thoughts to leave the field of teaching. Apparently they are not giving this immediate attention (as might those who actually intended to get out) even though as was noted in the previous table those who did not plan to go into teaching when in college (whether they had no plans or had other plans) less frequently mentioned a desire to stay in the same occupation when speculating about their futures.

Sense of Career Achievement, and Nature of Successes and Failures

Table 81 contains data on the degree to which people having various plans in college had a sense of achievement in their career thus far. Among men those who planned to go into teaching when in college much more frequently gave an affirmative answer to the question as to whether they had achieved thus far in their career. Among women the career oriented groups (choice of teaching or choice of other occupations) were about equally represented among those who answered yes to this question. Those women who had no plans less frequently reported a sense of achievement. When asked how they had succeeded or how they had failed, the three groups of women were remarkably alike. Only two reliable differences appear. Those women who had no plans when in college reliably more often emphasized "a sense of competence" as a source of their feeling of having achieved than did either those who planned to go into teaching or in some other field when in college. In seeming contradiction to this, however, they also much more reliably emphasized a failure to stimulate pupils and to achieve educational objectives as a source of failure. One would expect that a group with a great sense of competence would not simultaneously report so basic a failure.

To be noted among men are less frequent reporting of a sense of competence among those who had no plans when in college compared to those who planned to go into teaching, and a greater emphasis upon financial failure on the part of those who had no plans when in college.

Table 81. Contrasts between those who planned to go into teaching when in college and those who did not, with respect to sense of achievement, ways in which succeeded or failed, and reasons for failure.

	Married & Single Women			Married Men		
	No Plans	Teaching	Other	No Plans	Teaching	Other
Have You Achieved? (SP)						
Yes	40	56	57	33	52	26
No	20	13	13	21	12	23
Partly, yes or no	29	22	17	31	27	39
How Achieved? (MP)						
Financial progress	9	16	20	21	24	26
Advanced in position	0	4	4	14	12	12
Recognition through better teaching position	14	9	11	14	20	15
Sense of competence	69	52	41	38	60	48
Pride in success of children taught	20	18	15	12	13	17
Good relations, children	26	18	15	7	11	9
Doing what wants to do	31	28	24	38	25	20
Has continued study	6	11	17	7	14	14
Home life, children	3	9	11	19	10	6
Had a variety of experiences	17	10	9	5	10	15
How Failed? (MP)						
Financially	3	3	4	31	16	17
Failed to advance in position	0	6	6	17	15	12
Failure to stimulate pupils, achieve educ. objectives	46	23	13	7	11	9
Why Failed? (Gen'l) (SP)						
Blocks to advancement	14	13	9	33	31	44
Blocks to effective teaching	37	36	24	21	22	27
Both above	6	6	11	15	7	3
No data, didn't fail	43	45	56	31	40	26
Why Failed? (Specific) (MP)						
Lack of opportunity	0	2	2	7	7	14
Lack of money	6	2	0	19	10	12
Nature of pupils	14	12	7	5	2	5
What Would You Change? (MP)						
Nothing, not much	34	30	28	33	33	29
Chosen other career	11	7	7	17	15	24
More careful career choice	11	12	15	21	18	12
More careful plan for advance.	11	17	11	14	14	18
N	35	294	94	42	152	66

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Sources of Satisfaction and Dissatisfaction in Teaching

Table 82 contains information regarding various sources of satisfaction obtained from teaching by the three groups under consideration in this section of the report. Examination of the percentages presented in these two tables show remarkable similarity among the groups. The number of instances in which differences significant at the .05 level of confidence appear is about what would be expected by chance.

All of the significant differences in this table appear in the columns relating to men. Those who plan to go into teaching when in college reliably more frequently mentioned "seeing results" than did those who had other plans, but though higher than those with no plans, the difference was not significantly different in the latter case. Those individuals who had no plans while in college differed reliably from those who planned on teaching (and almost reliably from those selecting other fields) reporting more satisfaction from affiliation with peers and from flexible hours in teaching. All of these differences were found in the section dealing with "other sources of satisfaction"; when asked to specify the one most satisfactory aspect, the groups differed hardly at all.

When asked to indicate what they liked about their present job, those men who planned to go into teaching when they were in college reported quality of administration more frequently than did those who had no plans, but this difference was not reliably higher than those who had other plans when in college. They also reported more satisfactions derived from the character of the student body than did those who had other plans, but did so only about as frequently as did those who had no plans when in college. Infrequently as did those who had no plans when in college.

The next table (Table 83) which has to do with the types of frustrations reported also reveals a basic similarity among the groups. Very few reliable differences appear. Among men those who had no plans when in college reliably more frequently than those who had other plans when in college said that they disliked nothing about the occupation, and women who had other plans when in college stressed poor educational program as a disliked aspect of their present position more often than did those who planned to go into teaching when in college. But this number of differences in a table where the total number of comparisons total 114 is even less than would be expected by chance.

Table 82. Percentage of subjects who had planned or not planned to go into teaching when in college who gave various responses indicating sources of satisfaction in the teaching field in general, and in the present position.

	Married & Single Women			Married Men		
	No Plans	Teach- ing	Other	No Plans	Teach- ing	Other
<u>What about Teaching Gives Most Satisfaction? (SP)</u>						
General nurturance (helping)	14	16	22	14	19	17
Nurturance (imparting knowledge)	23	11	20	19	18	14
"Seeing results"	34	26	26	29	28	35
Being with children, people	20	22	13	14	14	17
<u>Other Sources of Satisfaction? (MP)</u>						
Financial considerations	14	8	9	7	6	5
Gen'l nurturance (helping)	14	19	19	5	15	15
Nurturance (imparting knowledge)	17	13	15	10	12	2
"Seeing results"	20	16	24	14	21	9
Being with children, people	9	17	17	17	16	14
Nature of work	9	16	17	12	16	17
Affiliation with peers	34	20	19	36	20	24
Flexible hours	11	9	9	24	10	6
"Important job"	6	4	11	5	8	11
Continued growth, learning	11	7	9	14	10	9
<u>What Liked about Current Job? (MP)</u>						
Financial considerations	11	15	17	19	28	20
Advancement-achievement	3	4	2	7	14	6
Sense of accomplishment	9	7	20	17	12	20
Recognition, prestige, respect	17	15	11	5	20	21
Autonomy, independence	20	10	17	29	22	33
Quality of administration	31	36	26	19	34	27
Quality educational program	20	16	7	17	11	17
Good physical facilities	11	11	11	10	13	11
Job not too demanding	17	12	15	21	12	17
Activities of occupation	34	35	39	29	33	26
Community convenient	9	9	0	14	7	6
Community characteristics	6	11	4	5	15	8
Helping, interacting with children	11	16	19	17	20	17
Nature of student body	40	46	37	48	44	30
Affiliation with peers	51	45	44	43	41	45
Gen'l positive description of position	14	17	17	19	14	11
N	35	294	54	42	152	66

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

Table 83. Percentage of subjects who had planned or not planned to go into teaching when in college who gave various responses indicating sources of frustration and dissatisfaction in the profession of teaching in general, and in their particular position.

	Married & Single Women			Married Men		
	No Plans	Teaching	Other	No Plans	Teaching	Other
<u>What about Teaching is Most Frustrating? (SP)</u>						
Financial considerations	0	1	0	5	12	9
General criticism of pupils	46	35	31	33	32	23
Criticism of associates	0	2	4	10	1	0
<u>Other Sources of Frustration? (MP)</u>						
Overloading of teachers	14	16	19	12	7	14
Lack of parent, community support	0	4	9	2	11	6
Lack of autonomy	6	3	0	12	7	6
Lack of administrative support	3	6	9	14	7	17
Poor Educational program	6	2	9	10	6	3
<u>What Disliked about Current Position? (MP)</u>						
Financial considerations	3	2	2	7	12	8
Lack of sense of accomplishment	11	6	11	2	5	5
Lack of recognition, prestige	9	8	11	12	9	11
Ineffective administration	9	12	9	12	9	21
Poor educational program	31	30	46	24	30	24
Poor physical facilities	23	15	9	5	17	12
Job too demanding	9	12	20	5	5	8
Activities of occupation	11	5	6	5	7	8
Nature of student body	37	27	35	14	18	21
Poor relations with peers	0	6	4	12	10	6
Nothing disliked	9	15	7	26	21	11
N	35	294	54	42	152	66

Note: "SP" (single punch) means percentages in all categories should sum to 100. "MP" (multiple punch) indicates answers were coded in more than one category and the percentages in all categories thus will sum to more than 100. Not all categories are included in the table.

VII

NEEDS, PERCEIVED NEED SATISFACTION OPPORTUNITIES, AND SATISFACTION WITH OCCUPATION

The data presented in the preceding sections provided some contrasts as to the sources of frustration experienced by teachers who gave indications of dissatisfaction with their careers, i.e., those who were currently considering leaving the profession, those who would or would not enter teaching if they could start over, and those who would not recommend the profession to an offspring of their own sex. In those analyses appropriate responses to interview questions were classified into categories representing certain psychological needs. It seemed desirable to investigate more precisely the relationship between satisfaction with occupation and the degree to which various psychological needs were likely being frustrated or satisfied in the occupation. To accomplish this purpose groups of teachers were tested by means of a scale designed to measure needs, were asked to rate their satisfaction with their occupation, and were asked to rate the degree to which they thought this profession would be satisfying or frustrating to individuals with varying needs.

It may be inferred that satisfaction or dissatisfaction with an area of life will be a function of the degree to which one finds satisfaction for basic needs in that area of living or encounters threat and frustration. This presumably will hold especially true among those for whom a given area of living (e.g., occupation) represents a major source of life satisfaction, and may not obtain at all in a sphere of life with which a person is little concerned, even though he is participating. Schaffer (1953) has advanced a similar hypothesis with respect to work (though without the latter restriction) and has presented supporting evidence. Ort (1950) has reported a correlation of $-.83$ between frequency with which role expectations (needs) were not satisfied and happiness in marriage. In the present investigation it was hypothesized that those individuals whose measured needs were relatively stronger than the potential of the occupation for satisfying those needs (as they perceived this potential) would tend to be frustrated and hence to be less well satisfied with their occupation. Where needs and the need-satisfaction potential of the occupation are more in harmony, it was anticipated that satisfaction with occupation would be rated higher. However, since a career role tends to be primary for males and relatively secondary for females, it was anticipated that these relationships would hold to a greater degree among men than among women.

The general hypotheses of this phase of the study relates to the degree of overall satisfaction or frustration of needs experienced in the occupation. The specific needs involved are, for this hypothesis, unimportant, as long as they are vocationally

relevant. One man, with high achievement needs, is frustrated because he sees no future. Another, with strong dominance needs, is irked by the submissiveness required of him. Both are in the same occupation; both are frustrated, and dissatisfied. It is recognized that certain needs may not be perceived as being satisfiable in the occupational context whereas others are. Thus the satisfaction or frustration of achievement needs would presumably bear a relationship to satisfaction with career whereas sex needs typically would not. In fact, it may be assumed that career is a major source of satisfaction for achievement needs and thus it was predicted that satisfaction of this need would be particularly important for occupational satisfaction.

Subjects

Students in certain of the writer's graduate classes, enrolling mainly teachers-in-service, were tested in the present phase of the investigation. Of some 323 tested, complete data were available for 203 (108 men and 95 women) who were engaged in junior and/or senior high school teaching. These 203 people constituted the major sample, though numbers varied slightly from analysis to analysis (in some instances more, others less than 203) since it was desired to capitalize all the data available. The subjects were mainly in their 20's and 30's.

Procedure

The subjects were asked to respond to three instruments, administered in the following order: (1) the Edwards Personal Preference Schedule (a measure of needs); (2) a questionnaire which asked for ratings of satisfaction with present job and occupation, and for other information relating to job satisfaction and plans; and (3) an instrument entitled "Personality Types and Occupations" which was designed to obtain estimates of the perceptions the respondents had of the need-satisfaction-potential of their occupation. In some instances these instruments were administered in the same sitting; but mainly the data were collected in two separate sessions with the Edwards scale constituting the first session.

Subjects were asked in a questionnaire to rate their satisfaction with their occupation on an 11-point scale, with instructions to "think of your occupation in general, not your particular job." Previous research (Johnson) has shown that the ratings so obtained correlated about .60 with job satisfaction scores obtained from an extensive questionnaire, and about .60 with pooled ratings of teachers by colleagues as to their job satisfaction, the latter sample, however, being quite small ($N = 18$). Generally speaking, this group of

subjects was quite satisfied with their careers. The occupational satisfaction ratings assigned by the subjects ranged from 1 to 11 for 108 males and from 3 to 11 for 95 females, with the respective medians being 8.9 and 8.8. About three-fourths of the ratings of each sex fell in the categories of 8, 9, and 10. A rating of 6 represented "average satisfaction." In some of the comparisons described below the subjects were dichotomized roughly at the median into "satisfied" and "dissatisfied" groups. The satisfied had ratings of 9 or above and numbered 71 men and 56 women; the dissatisfied had ratings of 8 and below and numbered 37 men and 39 women.

Table 84 presents the distributions of answers to questions which might also be expected to reflect job satisfaction, since Strong (1955, pp. 98-117) had found them related to other evidences of satisfaction. It will be noted that the vast majority of both sexes (a) felt that teaching was something they truly wanted to do, or approximately so, and (b) wanted to continue in or at least had no plan to leave.¹ (However, in this sample the majority of men indicated they were contemplating changing or making an effort to change their particular positions.) The mean occupational satisfaction-ratings of those selecting various alternatives in Table 84 suggest that the questions and ratings are measuring the same variable, to a degree at least.

The instrument entitled "Personality Types and Occupations" was the same instrument employed in a previous study (Kuhlen and Dipboye, 1959) with slight modification of directions to make it appropriate for people already employed. "Personality types," which were actually the descriptions (or slight modifications thereof) of various needs from Edwards' test manual, were presented with instructions for the subject to rate the degree to which a person of this type would likely be satisfied or frustrated in the teaching profession.² In assigning such ratings he was instructed to ignore whether the type being considered would make a "good" member of this profession, to ignore his own attitude toward this type of person, and to think of the occupation in general, not a particular school or system. An example, relating to achievement need, will illustrate this device.

¹In this connection, it is of interest that only 9 men and 5 women rated their position as less satisfactory than the typical teaching position.

²Heterosexual needs, though included in Edwards Scale, was not included in the present scale because of the disruptive influence occasioned by the humorous reaction generated by a trial form.

Table 64. Occupational satisfaction of the teacher sample as reflected in their answers to questions regarding their general satisfaction with their career, and the degree of permanence expected, together with mean ratings of occupational and job satisfaction of the several groups.

	Men			Women		
	N	Mean Occup. Satis.	Mean Job Satis.	N	Mean Occup. Satis.	Mean Job Satis.
Attitude Toward Career						
Truly wanted to do	39	9.39	9.28	25	9.40	8.80
Approx. what wanted	49	8.47	7.90	47	8.74	7.96
Came to accept	9	7.50	6.75	5	6.84	7.79
Would not have chosen	10			14		
Dislike	1			0		
<i>T</i>		13.69*	11.46*		25.25*	1.93
Permanence of Career						
Want to continue	53	9.17	8.85	40	9.08	8.60
No plan to change	38	8.66	8.13	34	8.47	7.68
Contemplate change	7	7.29	6.24	9	7.44	8.13
Making effort to change	3			2		
Will definitely change	7			5		
<i>T</i>		9.45*	11.38*		7.61*	1.40

*p. <.01

TYPE 1. This person has a high need to achieve. He likes to do his best, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems, to be able to do things better than others, to get ahead, to be a big success.

Will this occupation offer him opportunity for satisfying experiences or will it pose frustrations? And to what degree? Circle one number to indicate your judgment.

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5

This occupation
will pose exceed-
ingly high
frustration

No special
satisfactions
or frustrations

This occupation
will offer ex-
ceedingly high
satisfactions

One focus of the present study is upon the degree to which satisfaction with occupation (in this instance, teaching) is related to the discrepancy between strength of one's basic need and the perceived potential of the occupation for satisfying those needs. Discrepancies were determined in the following fashion. First, index values of 1 through 5 were assigned to indicate on the same scale (a) strength of needs and (b) perceived potential of occupation for satisfying those needs. Edwards raw scores were converted into standard scores (based on norms) before index values were assigned. The index values had the following meanings:

<u>Index Value</u>	<u>Edwards Score</u>	<u>Need-Satis.-Potential</u>
1	- 34	-5, -4
2	35 - 44	-3, -2
3	45 - 54	-1, 0, +1
4	55 - 64	+2, +3
5	65+	+4, +5

Although difference scores tend to be unreliable, they were nonetheless chosen as a feasible means of relating in a single score the need strength of the individual and the likelihood that that need could be satisfied in his occupation, as he perceived it. Accordingly, discrepancies were computed by subtracting the index assigned to need strength from the index assigned to the perceived need-satisfaction-potential of the occupation. Thus, a person with need-strength of 4 (between 0.5 and 1.5 SD's above the mean on Edwards norms) on achievement need who perceived need satisfaction potential of the occupation as being at an index value of 2 (i.e., rated it -2 or -3 on the scale) would have a "need-need satisfaction discrepancy" of -2. Negative discrepancies thus identify instances of presumed probable frustration, whereas zero or positive discrepancies imply adequate or more than adequate opportunities for satisfaction in the occupation, as perceived by the particular individual.

It was predicted that negative discrepancies would be associated with low satisfaction with occupation, particularly in the instance of needs (e.g., need for achievement) which are commonly satisfied through occupation and career. In general, it was anticipated that positive discrepancies (implying ample opportunity for need satisfaction) would be associated with high satisfaction in occupation. However, it is conceivable that an occupation that offers considerable opportunity for the satisfaction of a particular need may actually be frustrating to a person low in this need if, along with the opportunity, colleagues or superiors expect or demand a high level of motivation of the particular type. It was not anticipated that the occupation of public school teaching would be "demanding" with respect to the type of needs here studied and analyses were not designed to reveal curvilinear relations between satisfaction with occupation and the need-need satisfaction discrepancies.

Needs, Perceptions, and Occupational Satisfaction

Table 85 contains the means and SD's for the two sexes for each of the 15 needs and for ratings as to the potential of the occupation for satisfying those needs. The Edwards raw scores were translated into standard scores according to the published norms, which have a mean of 50 and an SD of 10. Thus one can make certain comparisons of teachers with Edwards norms, if he so desires, though age and probably marital status differences make such comparisons tenuous. Compared to the norms, teachers are at about the mean in achievement need, are high in deference, low in succorance (women), high in endurance.

The instrument devised to obtain ratings of the perceived potential of the occupation for satisfying various needs yielded especially pertinent information. Table 85 presents mean values (ratings were on an 11-point scale, -5 to +5) for each of 14 needs. Both sexes agreed that needs for affiliation, intraception, dominance, nurturance, and endurance might be readily satisfied in the teaching profession, but that the individuals with strong needs for autonomy, succorance, abasement, and aggression would likely be extremely frustrated. These findings would be anticipated through even a casual evaluation of the teacher's role and activities. In fact, the latter needs might be expected to be frustrated in most work situations.

However, and these findings would not be easily anticipated, there were marked differences in perception of the need-satisfaction-potential of teaching with respect to other needs. This is evident in the SD's reported in Table 85. The over-all distributions of ratings are presented in Table 86 for the three needs (achievement, exhibition, and change) having the largest SD's.

Table 85. Mean scores of the teacher sample on the various need subscales of the Edward FFS, and the mean rating assigned by them to the potential of public school teaching to satisfy or frustrate people high in the various needs.

Need	Edward Score (Need)				Perception of Need Satisfaction Potential*			
	Males		Females		Males		Females	
	N	SD	N	SD	N	SD	N	SD
Ach	50.1	9.9	50.5	10.5	0.5	3.3	0.2	3.5
Def	52.9	9.3	53.1	11.0	0.7	2.8	0.5	3.2
Ord	51.1	11.8	52.1	11.7	1.8	2.8	1.2	3.2
Exh	49.3	10.4	49.7	11.3	-0.1	3.4	0.3	3.4
Int	49.8	9.6	47.6	9.3	-2.9	2.4	-3.2	2.4
Aff	49.1	9.9	48.0	10.6	2.5	2.0	2.2	2.2
Int	49.6	10.4	51.6	9.8	3.4	1.8	2.9	2.2
Soc	48.0	9.9	46.8	10.6	-2.7	2.1	-2.6	2.4
Dom	48.5	9.8	47.6	9.3	1.7	2.8	1.0	3.0
Abs	50.0	10.0	48.8	9.9	-2.4	2.6	-3.1	2.3
War	50.5	9.5	49.4	10.2	3.0	1.9	3.6	1.9
Cha	49.0	11.2	50.7	10.5	-0.1	3.5	0.2	3.3
End	52.9	10.5	52.6	11.1	2.6	2.3	2.3	2.7
Net	47.6	10.5	51.4	10.8	...	...	...	...
Agg	51.7	9.3	51.0	9.7	-2.7	2.6	-3.3	2.5
N	107		91		107		91	

*On this rating, +5 means this occupation will be extremely satisfying to a person high in this need; -5 indicates the likelihood of extreme frustration of such a person.

Table 86. Distribution of ratings with respect to the need satisfaction potential of the teaching profession in the instance of need for achievement, exhibition and change.

Need Satisfaction Potential Ratings	Type of Person Rated					
	High Achievement Need		High Exhibition Need		High Change Need	
	M	F	M	F	M	F
Highly Frustrating						
-5	11	14	13	12	17	12
-4	8	5	8	6	10	6
-3	13	13	14	10	14	6
-2	9	5	10	6	3	10
-1	9	3	6	3	3	4
0	0	6	6	12	7	9
+1	6	6	12	6	10	8
+2	14	9	8	9	13	8
+3	17	18	11	13	15	16
+4	17	6	10	9	12	11
+5	9	13	14	12	9	6
Highly Satisfying						
No. of Ratings*	113	98	112	98	113	96

*These N's differ slightly from those reported in the preceding table. All of the data was used here, whereas the previous table is based on cases with complete data.

The facts for achievement need are especially interesting. The writer had anticipated that teachers would view teaching as being somewhat frustrating to individuals with strong achievement needs. But the mean rating suggested only that the profession would be neither especially frustrating nor satisfying. Actually the distribution of ratings is sharply bi-modal. Many view teaching as extremely satisfying to the high-achievement need person; many others view teaching as highly frustrating to such a person. Relatively few view it as in between. And this is true for both sexes. One can only speculate at the present writing regarding the reasons for sharply divergent views. Is one group perceptive as to avenues for advancement in public education, the other not? Is one group from low socio-economic and occupational background, and thus view the teaching profession as evidence of marked achievement, whereas the other group represents offspring of high socio-economic or occupational level parents?

A similar tendency toward bimodality is evident in the case of "exhibition." Perhaps one group perceives the opportunities for the satisfaction of need exhibition before students, and the other is more aware of the unacceptability of such behavior on the part of a teacher in the community. In the instance of the need for change, it may be that the teachers who see opportunities for satisfaction of this need are in progressive schools while those who view teaching as frustrating to the need for change are in static schools. To be sure, though, certain kinds of people may perceive a static profession as frustrating to the need for change whereas others perceive it as offering unusual opportunities for change precisely because of its long-term static character.

In any event, these findings illustrate that perceptions of an occupation may vary greatly from one person to another, that a complex environment such as an occupation may be perceived as potentially rewarding to one person and frustrating to another, quite unrelated to their psychological needs. The need for further study of the variables that produce these contrasting perceptions is apparent.

A next analysis involved the computation of correlations between measured needs and the ratings of the need-satisfaction-potential of the occupation, and between these two variables and rated occupational satisfaction. Table 87 contains the results. It will be noted that in the data for men for about half the needs reliable correlation existed between the measured need and rated need-satisfaction-potential of the occupation, the highest r being .270 in the instance of dominance. Throughout the table one notes fewer reliable correlations for women.

What is the relation of these two variables to occupational satisfaction? Although Table 85 suggested that teachers as a group were average in achievement need and saw no special frustration of this need in the teaching profession, the facts in Table 87 which involve rated satisfaction as related to the

Table 87. Correlations among measured needs, ratings as to the potential of teaching to satisfy people high in various needs, and ratings of satisfaction with occupation.

Need	Correlations between:					
	Need & Percept.		Satis. & Need		Satis. & Percept.	
	N	F	N	F	N	F
Ach	.03	.10	-.19*	-.02	.21**	.32***
Def	.11	.14	.07	.11	-.12	-.05
Ord	.00	.16	.04	.01	-.06	-.10
Exh	.19*	.14	-.01	.08	.08	-.19
Ant	.29***	.09	-.28***	-.19	.04	.06
Aff	.15	.22*	.04	.00	-.03	.16
Int	.20*	.05	.05	.03	.03	.14
Soc	.21*	.20	-.07	-.03	-.05	.01
Dom	.27***	.06	.20*	-.12	.22*	-.05
Abs	.23*	.08	.15	-.03	-.10	-.20
War	.12	.10	.14	-.01	.12	-.16
Cha	.24*	-.01	-.12	.05	.16	.03
End	.05	.27**	-.11	.19	.20*	.03
Net	...	...	-.04	-.01	...	...
Age	.11	.13	.14	-.10	.17	-.11
N	107	91	107	91	107	91

Note: One, two, and three asterisks represent .05, .025, and .01 levels of confidence respectively. All levels of confidence represent two-sided tests, except in the case of Achievement Need where a one-side test was justified by a specific directional prediction.

rat-ers' needs are in line with the prediction. In the case of men, those with high achievement needs tend to be dissatisfied, but those who perceive teaching as being potentially satisfying to the high achievement need person tend to be satisfied. In the case of women, only the latter was true. Among men, again, the data suggest that high autonomy need individuals are likely to be frustrated, and that those with high dominance needs are likely to be satisfied. Those who perceive the field of teaching as potentially satisfying to the high endurance need person tended to be more satisfied. Among women, only one of the 29 correlations was reliable, suggesting that for them satisfaction with occupation is not so dependent upon need satisfaction as is true of men. This finding will be commented on later, but is in line with the hypothesis. In this connection, it is also noteworthy that the correlation between satisfaction with occupation and satisfaction with particular position is reliably less in the case of women compared to men, the correlation being .36 and .62 respectively.

It will be recalled that other measures of occupational satisfaction were available in addition to the overall rating. Two questions asked that the subjects categorize themselves with respect to their attitude toward their career and their judgment as to their permanence in the profession (see Table 85). Three groups were set up with respect to each question: Those who checked response #1 constituted one group; response #2, the second group; and those who checked either response #3, 4, or 5 constituted the third group. The three groups presumably varied in degree of satisfaction with the third group being least satisfied. Separate analyses of variance (simple one-way classification) were computed for each need and for each rating as to need-satisfaction-potential, with the sexes separate.

One set of information derived from this analysis was presented in Table 85. It will be noted there that these groups were very reliably differentiated in the instance of satisfaction with occupation, but that only the three men's groups were differentiated with respect to satisfaction with particular position. Again, the secondary significance of work in the case of women is evident. Table 88 contains descriptive information with respect to those needs and perceptions where significant F's were obtained in at least one comparison. These findings are not particularly informative. Only 9 of 116 comparisons yielded reliable differences. The three that occurred (out of 58) in the case of women is the number expected by chance. Six were reliable among the 58 comparisons involving men. But again need for achievement seemed to be a significant variable in work satisfaction. In the four comparisons involving attitude toward career (the two sexes, need and perception), two were characterized by significant Fs. The women who were dissatisfied had highest achievement needs, those (both sexes, though only one reliably) who were most satisfied tended to perceive the occupation as potentially satisfying to the high achievement need person.

Table 88. Means and analysis of variance results (Fs) showing the relationship between needs and perception, on one hand, and attitude toward career and expected permanence of career on the other. (Note: For meaning of the groups, see Table 85)

	Grouped by Attitude toward Career				Grouped by Expected Permanence of Occup.			
	1 High	2 Med.	3 Low	F	1 High	2 Med.	3 Low	F
Need:								
<u>Ach.</u>								
Men	48.8	51.6	48.9	0.82	49.5	49.4	53.5	1.65
Women	52.0	48.1	55.3	3.19*	51.6	49.7	49.9	<1
<u>Cha.</u>								
Men	44.7	52.5	49.9	4.06*	46.6	53.0	48.9	2.43
Women	49.7	51.0	50.6	<1	53.8	51.3	47.4	2.16
Perception:								
<u>Ach.</u>								
Men	6.3	7.1	5.0	3.50*	6.8	6.5	5.1	2.16
Women	7.3	5.9	5.2	2.34	6.1	6.5	5.9	<1
<u>Aut.</u>								
Men	3.0	3.2	3.2	<1	3.1	3.8	1.7	5.87**
Women	2.6	2.8	3.0	<1	2.4	3.0	3.1	<1
<u>Aff.</u>								
Men	9.3	8.0	8.2	4.00*	8.7	8.3	8.1	<1
Women	8.4	8.2	7.8	<1	8.4	8.4	7.4	1.40
<u>Dom.</u>								
Men	8.6	7.3	6.9	3.48*	7.9	7.8	7.1	<1
Women	6.4	7.0	7.4	<1	6.6	7.0	7.8	1.04
<u>Aba.</u>								
Men	3.7	3.2	4.5	1.75	3.6	3.2	4.4	1.48
Women	2.6	3.1	3.0	<1	2.7	2.4	4.3	5.83**
<u>Cha.</u>								
Men	5.9	6.5	4.6	2.54	6.4	6.1	4.1	3.73*
Women	5.6	6.8	5.0	2.31	5.8	7.0	5.4	1.82
<u>Agg.</u>								
Men	4.0	2.7	3.1	2.18	3.2	3.5	2.9	1
Women	2.9	2.8	2.6	<1	2.2	2.7	4.4	5.72**
Number of Subjects								
Men	39	49	20		53	38	17	
Women	25	47	19		40	34	16	

*p. .05

**p. .01

Discrepancies between Needs and
Need-Satisfaction-Potential

Although several tables of findings have already been presented the main focus of the study was the relationship between occupational satisfaction and the discrepancy between strength of one's needs and the perceived potential of the occupation for satisfying the particular needs.

An overall index of the degree to which the array of needs studies was viewed as being satisfiable or susceptible to frustration in the occupational context of public school teaching was computed for each individual by summing algebraically the discrepancies for the 14 needs (see above for description of the discrepancy score). This total index was then correlated with satisfaction-with-occupation ratings. The obtained correlations for the teacher sample of 108 men and 95 women were .25 and .02 respectively. The value for men is significantly different from zero at the .01 level of confidence (one-sided test) while that for women obviously is not. The two correlations differ reliably at the .01 level of confidence.

This finding may be interpreted as supporting in the case of men the general hypothesis that satisfaction with occupation is a function of the degree to which one's array of needs can be satisfied in that occupation. It should be noted that the procedure employed did not ask directly the degree to which it was expected that particular needs would be satisfied or were actually satisfied in the occupation. One would expect higher correlations between such an index, if it could be obtained, and satisfaction with occupation than were obtained with the present index, the obtained correlation probably being somewhat attenuated by lumping together occupationally relevant and irrelevant needs. As anticipated the correlation for women was smaller than that for men, though it had been expected that this correlation also would be reliably positive. The low correlations, even for the men, may also be attributed to the probability (suggested in a previous study by Kuhlen and Dipboye, 1959) that teachers as a group are not career-minded, i.e., are not the type of people who look to career as a major source of satisfaction.

To test the relationship of discrepancies between a specific need and the perceived potential of the occupation for satisfying that need, the data were dichotomized so that those individuals whose need strength equaled or was less than the potential for satisfying that need were in one group (0 or + discrepancies) and the remainder (- discrepancies) were in the second group. Occupational satisfaction ratings were dichotomized as noted above, i.e., those with ratings of 9 and above falling in the top groups. The data were then classified in 2 x 2 tables and the null hypothesis was tested by Chi square. Table 89 shows the findings for those three needs where significant differences occurred for at least one of the sexes. It will be noted that the prediction with respect to the achievement

need is supported at the .05 level in the case of women, but not in the case of men (P in this instance, $<.10>.05$). Thus the finding gives only tenuous support to the hypothesis, though the differences were in the same direction for both sexes. It had been anticipated that the stronger relationship would hold for men.

Though no specific hypotheses were formulated with respect to endurance and exhibition, the finding is reasonable in the former. But the excess of zero or positive discrepancy scores in the low satisfaction group of women in the instance of the need for exhibition is hard to explain. A possible explanation is that those who see the job as a place for gaining satisfaction of this need run into other difficulties that lower their satisfactions. But it should be noted that only five of 58 analyses yielded significant F s, and thus focusing upon the differences runs considerable risk of capitalizing chance. This would not be the case in the instance of achievement need, however, since a specific prediction was made with respect to this need.

Discussion

The findings tend to support the general hypotheses of the study in the case of men, with respect to the overall array of needs (taken overall, not separately) and with special reference to the achievement need regarding which specific predictions were made. While those correlations which were significantly different from zero were low in the case of men, correlations were generally lower for women, with only an occasional r reaching significance. Both the low correlations for men and the less positive findings for women are reasonable in view of the fact that, as already noted, a major restriction must be placed on the hypotheses presented earlier. These hypotheses would be expected to hold only for the people, and for occupations which attract the kind of people, who view occupation and career as a major source of need gratification, i.e., people for whom career and occupation have high "saliency." Other evidence (Kuhlen and Dipboye, 1959) suggests that career is less salient for teachers than for other occupational groups. Also occupation appears to be clearly a secondary role for women (i.e., not a primary source of need gratification), especially for young single teachers and for married teachers (Kuhlen and Johnson, 1952).

Although the present study was conducted with subjects homogenous with respect to occupation, it would be expected that the major hypothesis relating to the array of needs would also be supported, and probably more clearly, in an occupationally heterogenous sample. The major hypothesis does not, and need not, specify particular needs, but only that occupationally relevant "needs" in general must be satisfied in the occupation if satisfaction is to be found. Findings which relate to the relationship of frustration or satisfaction of particular needs

might be expected to be relatively positive to the occupation and presumably would be suggestive of potential tension stress, worthy of attention of workers, of those selecting personnel, of supervisors in that occupation, or of those concerned with selecting young people to sound vocational decisions. In certain situations, for example, it is probably undesirable to employ people with particular need patterns. For many jobs, an ambitious man, the aggressive, dominant go-getter, may be an extremely poor choice. And not infrequently there is a conflict between the type of person needed to do a particular job and the potential of the position for satisfying fundamental career needs of the person who can do that job. In a university setting, it is not unlikely that this type of conflict will represent a problem for intercollegiate research and instructional programs.

Table 89. Percentage of the high and low occupational satisfaction groups whose rating of the need-satisfaction-potential of the occupation was approximately equal to or greater than their need strength (Discrepancy scores of 0 or +).

Need	Low Satisfaction	High Satisfaction	Chi Square	P
Ach				
Men	49%	68%	2.92	<.10>.05
Women	48	73	4.92	<.05>.02
Exh				
Men	57	60	.013	NS
Women	77	50	5.92	<.02>.01
End				
Men	68	89	5.89	<.02>.01
Women	72	88	2.74	<.10>.05
N				
Men	37	71		
Women	39	56		

might be expected to be relatively specific to the occupation, and presumably would be suggestive of potential tension areas, worthy of attention of workers, of those selecting personnel, of supervisors in that occupation, or of those concerned with assisting young people to sound vocational decisions. In certain situations, for example, it is probably undesirable to employ people with particular need patterns. For many jobs, the ambitious man, the aggressive, dominant go-getter, may be an extremely poor choice. And not infrequently there is a conflict between the type of person needed to do a particular job and the potential of the position for satisfying fundamental career needs of the person who can do that job. In a university setting, it is not unlikely that this type of conflict will represent a problem for interdisciplinary research and instructional programs.

Table 2. Percentage of the high and low occupational satisfaction groups whose rating of the need-satisfaction-potential of the occupation was approximately equal to or greater than their need strength (Correspondence scores of 0 or 1).

Need	Low Satisfaction	High Satisfaction	Chi Square	P
Job				
Men	48	68	2.92	$.10 > .05$
Women	48	73	4.92	$.05 > .02$
Exp.				
Men	77	60	1.01	$.15$
Women	77	50	2.92	$.10 > .05$
Job				
Men	68	69	2.89	$.10 > .05$
Women	73	68	2.94	$.10 > .05$
Exp.				
Men	77	71		
Women	73	68		

VIII

SUMMARY

The present investigation sought to describe the course of careers in the public school teaching profession with special reference to the types of satisfactions and dissatisfactions that are encountered at various ages. Recent research has demonstrated that an individual tends to select a career which is compatible with his personality and which offers the potential for satisfying his psychological needs. The course of a career may be conceptualized as reflecting his long-term efforts to effect a reasonable relationship between his motivations and the potential of his occupational environment for satisfying those motivations. Thus, one will tend to select an occupation which appears to have potential for satisfying needs and which is compatible with his personality, and then will persist in a particular job or will change jobs and even occupation as he seeks to achieve that position or status which will be satisfying. Looked at in this way, it would be expected that careers would show certain developmental characteristics, and that the sources of satisfaction and frustration would reflect the type of needs that led to the selection of the occupation in the first place.

A variety of considerations would lead to the expectation that mid-career (late 30's and 40's) would be characterized by substantial disturbance and occupational dissatisfaction growing out of frustration of career drives. Changing time perspectives probably will result in an awareness in the late 30's or early 40's that time is finite and, if major life goals are to be accomplished, that they must be accomplished now. The psychological future is perceived as being definitely limited. Thus a certain urgency may arise regarding adjustment in major spheres of life such as occupation. There may be an urgency to achieve a satisfying circumstance before it is too late, and as a consequence frustrations and dissatisfactions encountered in work or in marriage may be magnified. But a variety of developments has increasingly reduced the mobility of the individual and restricted his freedom to make constructive adjustments to the frustrating circumstances he is encountering. Investment of time and money in vocational preparation and advancement (or seniority) in job, for example, result in strong commitments to a particular occupation; marriage and children increase responsibilities and make greater demands on time and economic resources; biases against employment of older individuals reduces opportunities. Under these conditions the middle aged or older person (particularly a male) must often remain in an unpleasant threatening situation from which a younger man without family responsibility could easily move.

A second developmental trend that was anticipated was that of increasing dissatisfaction with a career in teaching. A priori considerations led us to expect that the field of teaching would be relatively frustrating to individuals who wished "to get ahead," and that this would result in increasing evidences of job dissatisfaction among those people who remained in teaching to more advanced ages. But since it is likely that people make certain adaptations to reality (in part because of the circumstances described above) it was not expected that this dissatisfaction would be necessarily evident in direct rating of job satisfaction or in expression of dissatisfaction in, for example, a plan to move into other fields. Even though career may not be what he wanted, even though basic dissatisfactions may persist, an individual may in effect push these matters aside and achieve a reasonably satisfactory adjustment to the limitations of the situation in which he finds himself and in which he must remain. The individual thus may appear on direct inquiry to be reasonably well adjusted and reasonably happy. But his basic dissatisfaction may nonetheless be revealed if he were queried regarding, for example, recommendations he might make for his children, or if he were asked what he himself would do if he could start over. In one instance (questioning regarding actual present adjustment) he might appear to be quite well adjusted and happy whereas in responses to other questions (questions which enable him to break away from the realities of the situation) basic dissatisfaction may show itself.

As earlier suggested it may be hypothesized that an individual will tend to select that occupation which offers greatest potential for the satisfaction of his needs. Accordingly, it would be anticipated that the basic sources of satisfaction to be found in an occupation will reflect those needs which lead to the choice. Similarly, basic dissatisfactions will reflect those conditions which frustrate the satisfaction of those needs. Previous evidence has indicated that prospective teachers are not particularly high in achievement needs, but are high in nurturance needs compared to those going into other occupations. Thus we anticipated that the teachers' basic sources of satisfaction will be found in working with children and with the outcomes that they perceive as a result of such work. Since teachers appear to be essentially "people-oriented," rather than "thing-oriented" or "achievement-oriented," it would be expected that their major satisfactions will be derived from interactions with people, with their pupils or colleagues, and will not particularly reflect needs for advancement or needs for financial success. Nor would the frustrating circumstances particularly highlight the latter; instead, one would expect those specified by teachers to be conditions that interfere with satisfaction of nurturance and affiliation needs.

An important limitation must be specified regarding the degree to which motivational variables will be reflected in the sources of satisfaction and frustration reported by people

in their careers, or in evidences of disturbances during the course of their careers. That limitation involves the degree to which an individual or particular group of individuals perceive occupation as a source of satisfaction. Some evidence obtained in an earlier comparison study supports the view that careers have relatively lower "saliency" for teachers than for people in other professions. Accordingly, it might very well be expected that differences among the groups studied will not be as sharp, and hence not as reliable statistically, as they might be in other occupational groups for whom career is more important.

It was in the foregoing context that the present study developed. The investigation consisted of two phases. The first, essentially descriptive in character, consisted of an interview study of a substantial group of teachers. The second phase of the study was designed to test specific hypotheses relating to the relationship between needs, the perceived need-satisfaction-potential of the occupation of teaching, and reported degree of job satisfaction, and involved the testing of an additional group of teachers.

Procedure

As just noted, the study consisted of two phases. The first phase involved an interview investigation in which subjects were queried in some detail regarding the course of their careers to date, the degree to which they were satisfied with their careers, and the basic sources of satisfaction and dissatisfaction. In the main, the questions were open-ended, and were designed to come at these issues from different angles. For example, when concern was with job satisfaction, subjects were asked not only to rate the degree of satisfaction with their current position, but also to indicate whether they would go into teaching again if they could start over, whether they would recommend a son or a daughter to go into teaching, and whether they were currently or had ever considered leaving the teaching profession. As noted above, these varied questions would permit the positive expression of current satisfaction if personal adjustment has been achieved, even though dissatisfaction might still reveal itself in the types of recommendations they would make to others.

In similar fashion, questions having to do with sources of satisfaction or frustration were varied. The subjects were queried regarding the sources of satisfaction in their present position, as to what they found most satisfying about the teaching profession, why they would or would not recommend a son or daughter to go into teaching, and what changes they would make in the teaching profession to make it more attractive to others, or to permit a more effective teaching job. Toward the end of the interview they were asked to comment directly on such matters as the professional and social status of teaching, the merit system, tenure, and salary.

The interviews were conducted in the schools, and usually occupied two forty to fifty minute sessions on successive days.

It should be noted that certain difficulties beset developmental studies which involve a broad age range. Older subjects as a group may differ from younger subjects because (as in this study) they probably entered the profession in depression years when jobs were difficult to obtain and economic security was an important goal. They also represent the residual who remains in the profession after those, who have for one reason or another sought greener pastures, have left. Perhaps most importantly, is the probability that those who strongly desire and achieve advancement move out of the field of teaching per se, e.g., into administration. Such problems are inevitable and very little can be done to control out the effects of such conditions. Nonetheless, the reader must keep such matters in mind as he evaluates the data. It perhaps should be noted that longitudinal types of studies, in which individuals are followed up over long intervals, also pose special methodological problems, though of a different sort.

A further limitation of this, and most studies of career development, is that it is limited to a single occupation. Actually, data such as those contained in the present report take on meaning largely to the degree that they are seen in comparison with findings from other populations. We can only infer, for example, that teachers do not particularly perceive occupation as an especially important source of satisfaction. Nonetheless, it is possible to draw certain inferences regarding this matter by making comparisons within the data available here, since men would be expected to be more career-oriented than women, and single women, more than married women.

Throughout the report of the interview results (the first phase of the study), data were presented in terms of the percentage of various categories of subjects responding in particular ways.

The second phase of the study was more highly structured, and designed to test in quite specific fashion certain hypotheses, relating to the relationship between needs and satisfaction in work. Three instruments were used, administered in this order: the Edwards Personal Preference Schedule (as a measure of needs); a questionnaire which asked for personal data, certain ratings regarding the subject's satisfaction with his career and with his job, and expected permanency of career and present position; and finally a specially devised instrument which sought to measure the subject's perception of the degree to which the teaching profession offered the potential for satisfying various psychological needs. The instruments were administered occasionally in one session, but more commonly in two with the Edwards' scale constituting the first of the two sessions.

Subjects

A total of 649 teachers were interviewed in the first phase of the study. All subjects were drawn from junior and senior high schools in urban schools in central New York. For purposes of analysis, the subject sample was divided into three sex-marital groups: 167 single women, 216 married women, and 266 married men. Since it was desired to get some notion of career development, analyses were also conducted according to age of the subject. Three age groups of fifteen-year span each were employed: ages 20-34, 35-49, and 50-65+. The N's in these respective groups, on the basis of which the age analyses were made, were as follows: single women, 61, 21, 85; married women, 62, 64, 90; married men, 117, 61, 88. Particularly noticeable here is the relatively few single women in the middle age category, a circumstance that is difficult to explain unless they were not well represented in the schools from which the sample was obtained. Only rarely did a teacher refuse to be interviewed when requested, and no selective sampling would be expected for this reason.

The subjects in the second phase of the study were junior and senior high school teachers obtained from the investigator's graduate classes in educational psychology. Of some 323 tested, complete data were available for 203 individuals, 108 men and 95 women. These subjects were mainly in their 20's and 30's.

General Career Characteristics

The interview focused in part upon the sequence of jobs held by the respondents, upon their non-teaching activities (study and work), upon their sense of achievement, and future plans. From an analysis of these findings a general description of teaching careers emerges.

When job sequences were analyzed by five-year periods, the major characteristic that emerged was increasing stability of career in the sense that individuals are more likely to be continuously employed in the same job as they get older. This is true for married men and single women. In the case of married women there are, of course, frequent periods away from occupation for marriage and/or maternity. The peak years for such absence was the 30-34 semi-decade, when 47 per cent of our subjects reported that they were out of teaching for this reason. Among men substantial numbers begin their work life in non-teaching occupations.

The early career is marked by much more additional employment outside of teaching on the part of younger men, presumably to augment income, and also by more academic study in summer school and during the regular year. Among younger men taking courses, the reason given was more likely to emphasize advancement to better position, whereas older men

and women reported that they took courses for improvement of teaching.

Although there were no particular age trends with respect to sense of achievement, older men tended to say more frequently that they had achieved through advancement in position though at the same time reliably more of them said that they had failed because of failure to advance. Younger men and younger married women more frequently than those older indicated that they had achieved through a better sense of competence, and younger men indicated that they would make a more careful choice if they were to start over. In general about half the sample interviewed (though reliably fewer men than women) indicated that they had achieved to the degree that they had hoped at their stage of life, and only about a sixth answered this question with a flat "no." When asked why they had failed, men tended to emphasize blocks to advancement whereas women emphasized blocks to effective teaching.

A question seeking information regarding the future orientation of the subjects (e.g., "What would you most like to be doing ten years from now?") revealed that relatively few (less than a quarter) hoped to be doing then what they were doing at the time of the interview. Married women desired to keep the same position more often than did single women. Men desired advancement, particularly in the younger years. The younger group of women both married and single, expressed a desire for marriage and/or family activity. Older individuals of all groups expected retirement.

Was there any evidence of psychological disturbance in mid-career, as had been predicted? The evidence was essentially negative. There was no evidence of increased frequency of job changes in the forties, nor was there any indication of a heightened sense of failure to achieve. The middle-age groups did not exceed those younger and older in evidences of job or career dissatisfaction nor did they report various types of frustrations more frequently.

General Satisfaction with the Teaching Profession

A number of questions were asked which were designed to get at the matter of job satisfaction. Subjects were asked to rate on a five-point scale the degree to which they were satisfied with their position, to indicate whether they would teach again if they could start over, if they would recommend teaching to a son or daughter, and if they had ever considered leaving the teaching profession or were now.

Basically, teachers seem quite satisfied in their work. About 60 per cent expressed the view that they would like their present position "extremely well." More than half said they would definitely teach again if they could go back to age 18 and start over. About three-quarters

would encourage a daughter to teach, but only about 40 per cent overall would encourage a son. And just under half indicated that they had never thought seriously about leaving the teaching profession.

Age trends in answers to the above questions conformed quite neatly to expectations. When the questions related to personal reaction to present position, there was evidence of increasing satisfaction with age. Thus reliably more older individuals than younger individuals reported that they liked their present position extremely well, and reliably more older individuals indicated that they had not seriously considered leaving the profession and were not currently thinking of doing so. It is not clear, however, whether this positive attitude of older individuals is due to their having achieved the salary level and type of position superior to that of younger individuals, to their having achieved a better alignment with the passage of time between their needs and the realities of the occupation, or because they represent the satisfied residual after the dissatisfied younger individuals have moved out of the occupation.

But the above findings may represent only superficial age trends. A basic dissatisfaction with the teaching profession increasingly becomes evident with age as this is reflected in a lesser willingness on the part of older individuals to reenter the teaching profession if they could start over again or to recommend that a son or a daughter enter this field. In six age comparisons involving the two more career-oriented groups (married men and single women) all six showed reliable differences in the direction of lesser satisfaction on the part of older individuals.

In one phase of the study we were concerned with the relationship between later satisfaction with the field as related to the aspirations young people had when in college. The number of cases available for analysis did not permit a breakdown according to specific plans or aspirations, but it was possible to group subjects into three categories: those who planned to go into teaching when they were in college, those who planned to go into other occupations, and those who had no plans at all.

In support of our initial hypothesis, and the findings of the previous companion study, those individuals who planned when in college to go into teaching were reliably more likely to have been attracted by satisfactions intrinsic to the occupation than were either those who had no plans or those who had elected other occupations. Generally speaking, however, those men who had no plans when in college and those who had planned on teaching were more similar in their liking for their job, and liked it better, than did those who had other plans. In contrast, those women who had planned to go into teaching were more like women who had selected other careers than they were like those who had no plans, in general being reliably more satisfied with the

teaching profession. Presumably women who select teaching and those who plan other careers when in college are more alike in the sense that they are both groups who are career-oriented (in the feminine frame of reference) whereas the men who select teaching and those who have no plans when in college are alike because neither group is particularly career-oriented in the conventional masculine sense of "getting ahead." However, those men who selected teaching were reliably above the other two groups in sense of achievement in their careers. Among women, those who had no plans when in college, had reliably less sense of achievement than did the other two groups.

Specific Sources of Satisfaction and Dissatisfaction

It will be recalled that a variety of questions were directed at the matter of satisfaction and dissatisfaction with the current job and position, and that comparisons were made between age groups and between those who evidenced satisfaction or dissatisfaction in the teaching profession. Of the varied differences that might warrant comment only a few selected findings will be noted in this summary.

One is impressed, first of all, with the degree to which teachers are "people oriented." When asked to indicate what features of teaching gave most satisfaction, the two items that emerged at the top of the list were that of seeing results of one's teaching in the growth and development of children, and the opportunities for satisfaction of affiliation needs with one's peers. The same finding appeared when the teachers were asked what they liked best about their current job. The two outstanding responses related to the nature of the student body, and affiliation with peers, with satisfactions being derived from the activities of the occupation running a close third. These findings are directly in line with our expectation that teachers tended to derive intrinsic satisfaction from the nature of the work itself, rather than being oriented toward conventional types of career development. This finding is accentuated by the further finding (which was predicted) that the greatest source of frustration lies in the pupils themselves. Thus the "nature of the student body" constituted one of the major sources of satisfaction and also one of the major sources of frustration. Perhaps more than any other item of information this contrast emphasizes the importance of affiliation and nurturance needs in the careers of teachers.

Generally speaking, an emphasis upon salary and upon advancement were relatively lacking in our findings. As would be anticipated because of their greater career-orientation, men more frequently emphasized these matters as sources of satisfaction or dissatisfaction than did women. But surprisingly, those individuals who expressed dissatisfaction with teaching referred to frustrations along these

lines no more frequently than did those who gave indications of satisfaction. One might infer that our subjects had made a realistic adjustment to this limitation of the profession, at least to the degree that it did not come to the fore readily and spontaneously in the context of an unstructured interview. However, when attention was directed toward this matter by specific questioning, or when those who were thinking about leaving the profession were asked to indicate why, financial problems did stand out as of primary importance, particularly for men. About half identified this as a reason for thinking about leaving teaching. Similar proportions indicated that the salary situation was not adequate when queried directly on this matter.

Another issue that came to the fore in the analysis of the data was that teachers seem to have serious reservations regarding the professional status of their occupation. Less than a fifth were willing to assign it "good" status, though about the same proportion thought the status was improving. Although the differences were not large, the data for the total groups suggested that men are even less confident than women regarding the professional status of teaching, and younger men less so than older ones. Also there was a noticeable tendency for those individuals who were dissatisfied with their occupation to raise questions regarding professional status of teaching. Apparently this is a critical issue compared to many others that were investigated in this study. Reactions to the social status of teachers was substantially more positive (though less than half thought it was satisfactory), and the satisfied and dissatisfied groups were not differentiated with respect to their responses.

What do teachers think of the school program? Although they were not asked directly to comment on this issue, it is of interest that criticisms of the school program constituted the greatest source of dissatisfaction with current position. While poor administration was not a subject of frequent unfavorable comment, good administration was often favorably commented upon as a source of satisfaction in teaching.

Need Satisfaction as Related to Job Satisfaction

In one phase of the study, specific measures were obtained of the psychological needs of a group of teachers: their judgments as to degree of satisfaction with the profession were obtained by means of rating scales; and they were asked to rate the profession of teaching with respect to the degree to which they would prove frustrating or satisfying to particular needs. It was hypothesized that those individuals who showed greater congruence between their measured needs and their rated potential of the occupation for satisfying needs would be more satisfied with their occupation,

and that this relationship would obtain also in the instance of needs which are particularly satisfiable in the occupational context, such as the need for achievement.

The results tended to support this hypothesis, particularly in the case of men. The correlation between an index of the discrepancy between measured needs and the perceived need-satisfaction-potential of the occupation, on one hand, and rated satisfaction with the occupation, on the other, was .25, a value which is significant at the .01 level of confidence. The comparable correlation for women was .02, these two correlations being reliably different. As was noted earlier, and will be commented on again below, this difference was anticipated on the assumption that careers generally would be regarded as a less basic source of satisfaction by women than by men. Nonetheless, we had anticipated a positive relationship for women also. When attention was focused upon specific needs little in the way of consistent difference appeared. However, in the case of the one need where a specific prediction was made (the achievement need) reliable differences in the expected directions were obtained rather consistently.

Certain subsidiary findings are of interest. Although age and marital-status differences make comparisons of the data with Edwards' norms somewhat tenuous, it is interesting that teachers were at about the mean in achievement need, were high in deference, low in succorance (women), and high in endurance needs. Both sexes agreed that needs for affiliation, intraception, dominance, nurturance, and endurance might be readily satisfied in the teaching profession but that individuals with strong needs for autonomy, succorance, abasement, and aggression would likely be extremely frustrated. In fact, the latter needs might be expected to be frustrated in most important situations.

But perhaps the most interesting subsidiary finding had to do with the very large variances observed in the ratings of the need-satisfaction-potential of teaching with respect to three needs: achievement, exhibition, and change. The actual distributions of ratings were markedly bimodal; in fact, consisted of almost two separate distributions in each case. Thus many teachers view teaching as extremely satisfying to the high-achievement need person, where others (and about the same proportion) view teaching as highly frustrating to such a person, and the same is true of exhibition and change. One can only speculate regarding the reasons for such sharply divergent views. Does one group originate in low socio-economic backgrounds, the other not? Is one group more perceptive as to avenues for advancement in public education? In the instance of need exhibition, is one group aware of opportunities for the satisfaction of this need before students, whereas the other is more aware of the unacceptability of such behavior on the part of the teacher in the community? Whatever the reason, these findings illustrate the complexity of the perceptions of an occupation.

Career "Saliency"

When the study was originally planned, it had been anticipated that rather sharp differences would emerge between age groups and between those who were satisfied or dissatisfied in the profession of teaching. However, a companion study done prior to the initiation of the present study, but after it was planned, suggested that those individuals going into teaching did not particularly think in terms of career development. Thus, while we may have anticipated that differences would not be as sharp as originally expected, we were quite unprepared for the relative paucity of significant differences that appeared.

A very substantial amount of detailed data has been presented in this report, but perhaps the most striking finding regarding differences between those who seemed satisfied and those who seemed dissatisfied is that, among all the comparisons presented, the number of significant differences is hardly more than would be expected by chance. While these significant differences have been commented upon in the text, and in the summary, the reader should be aware that such singling out of reliable differences among many that are unreliable may simply capitalize chance. At best, these differences must be viewed as tentative, to be demonstrated by further research.

We did have certain specific data to test the hypothesis that differences would be obscured in groups where career-orientation is not pronounced. One may predict, for example, that men are more career-oriented than women (even in the context of teaching) and accordingly that they would tend to show sharper differences than do women. In the section of the report dealing with measured needs and rated potential of the occupation for satisfying those needs, practically all comparisons showed smaller correlations and smaller differences in the case of women than in the case of men. Thus rated job satisfaction was correlated with rated occupational satisfaction to the degree of a correlation of .62 for men, but only .36 for women. And while those who varied in their ratings of "career permanency" and of "job permanency" were highly differentiated in their rated satisfaction with occupation, in the instance of both sexes, only the men were differentiated in rated satisfaction with current job. Substantially more significant correlations were obtained in the case of men compared to women when measured needs were correlated with perception of need-satisfaction-potential of the occupation, when needs were correlated with satisfaction with occupation, and when rated satisfaction was correlated with perception of occupation.

In view of the above findings, one may infer that occupation is indeed of low "saliency" for teachers, and thus explain the relatively slight degree of differentiation among the various groups. It is at this point, of

course, that comparable data from other occupations become important. It would be desirable to examine the adult career of teaching in the context of other occupations in a way somewhat similar to that of our earlier companion study in which prospective teachers were compared with other college juniors and seniors selecting other occupations. Unfortunately interviewing is such an expensive procedure, that replication of the present study in other contexts is not particularly feasible. However, the present findings might well be used as the basis for the development of more highly structured questionnaire and rating scale types of instruments which then could be administered with greater convenience to samples of varied populations, including teachers. It is hoped that such an extension of the present investigation will be possible.

We did have certain specific data to test the hypothesis that differences would be observed in groups where career orientation is not pronounced. One way product, for example, that men are more career-oriented than women (even in the context of teaching) and accordingly that they would tend to show sharper differences than do women. In the section of the report dealing with measured needs and rated potential of the occupation for satisfying those needs, practically all comparisons showed smaller correlations and smaller differences in the case of women than in the case of men. Thus rated job satisfaction was correlated with rated occupational satisfaction to the degree of a correlation of .68 for men, but only .36 for women. And while those who varied in their ratings of "career permanency" and of "job permanency" were highly differentiated in their rated satisfaction with occupation, in the instance of both sexes, only the men were differentiated in rated satisfaction with current job. Substantially more significant correlations were obtained in the case of men compared to women when measured needs were correlated with perception of need-satisfaction-potential of the occupation, when needs were correlated with satisfaction with occupation, and when rated satisfaction was correlated with perception of occupation.

In view of the above findings, one may infer that occupation is indeed of low "saliency" for teachers, and thus explain the relatively slight degree of differentiation among the various groups. It is at this point of

REFERENCES

- Buhler, Charlotte. Der menschliche Lebenslauf als psychologisches Problem. Leipzig: Verlag von S. Hinzel. 1933.
- Buhler, Charlotte. Maturation and motivation. Personality, 1951, 1, 184-211.
- Case, Herman M. Two kinds of crystallized occupational choice behavior: a problem in delineation and relationship. American Sociological Review, 1954, 19, 85-87.
- Darley, J. G., and Hagenah, Theda. Vocational Interest Measurement: Theory and Practice. Minneapolis, University of Minnesota Press, 1955.
- Edwards, A. L. Edwards Personal Preference Schedule (Manual). N. Y., Psychological Corp., 1954.
- Johnson, G. H. An instrument for the measurement of job satisfaction. Personnel Psychology, 1955, 8, 27-38.
- Kuhlen, R. G. Aging and life adjustment. Chap. 24, pp. 852-897, in Birren, James E. (ed.) Handbook of Aging and the Individual. Chicago, The University of Chicago Press, 1959.
- Kuhlen, R. G. Changing personal adjustment during the adult years. In J. E. Anderson (ed.), Psychological Aspects of Aging, pp. 21-29. Washington, D. C.: American Psychological Association, 1956.
- Kuhlen, R. G., and Dipboye, W. J. Motivational and Personality Factors in the Selection of Elementary and Secondary School Teaching as a Career. Technical Report. U. S. Office of Education Cooperative Research Program, 1959.
- Kuhlen, R. G., and Johnson, G. H. Changes in goals with increasing adult age. Journal of Consulting Psychology, 1952, 16, 1-4.
- Norton, J. L., and Kuhlen, R. G. The development of vocational preferences. Pp. 444-451 in Kuhlen, R. G., and Thompson, George G. (eds.) Psychological Studies of Human Development. Appleton-Century-Crofts, 1952.
- Ort, R. S. A study of role-conflicts as related to happiness in marriage, Journal of Abnormal and Social Psychology, 1950, 45, 691-699.

- Roe, Anne. The Psychology of Occupations. N. Y., Wiley, 1956.
- Schaffer, R. H. Job satisfaction as related to need satisfaction in work. Psychological Monographs, 1953, Vol. 67, 29 pp.
- Strong, E. K., Jr. Vocational Interests 18 Years After College. Minneapolis, University of Minnesota Press, 1955.
- Super, D. E. The Psychology of Careers, N. Y., Harper, 1957.
- Darley, J. G., and Hagopian, Theda. Vocational Interest Measurement: Theory and Practice. Minneapolis, University of Minnesota Press, 1955.
- Edwards, A. L. Edwards Personal Preference Schedule (Manual). N. Y., Psychological Corp., 1954.
- Johnson, G. H. An instrument for the measurement of job satisfaction. Personnel Psychology, 1952, 8, 27-38.
- Kuhlen, R. G. Aging and life adjustment. Chap. 24, pp. 852-897, in Birren, James E. (ed.), Handbook of Aging and the Individual. Chicago, The University of Chicago Press, 1959.
- Kuhlen, R. G. Changing personal adjustment during the adult years. In J. R. Anderson (ed.), Psychological Aspects of Aging, pp. 61-79. Washington, D. C., American Psychological Association, 1956.
- Kuhlen, R. G., and Dipoye, W. J. Motivational and Personality Factors in the Selection of Elementary and Secondary School Teaching as a Career. Technical Report, U. S. Office of Education Cooperative Research Program, 1959.
- Kuhlen, R. G., and Johnson, G. H. Changes in goals with increasing adult age. Journal of Consulting Psychology, 1952, 16, 1-4.
- Morton, J. L., and Kuhlen, R. G. The development of vocational preferences. pp. 444-471 in Kuhlen, R. G., and Thompson, George D. (eds.), Psychological Studies of Human Development. Appleton-Century-Crofts, 1952.
- Ort, R. S. A study of role-conflicts as related to happiness in marriage. Journal of Abnormal and Social Psychology, 1950, 45, 691-699.

A P P E N D I X

APPENDIX

CAREER DEVELOPMENT INTERVIEW SCHEDULE

As Mr. _____ (principal) has probably told you, we are conducting a study of careers in the field of education. We very much appreciate your willingness to be interviewed. The purpose is to learn the types of jobs teachers have held at different times in their lives, what their plans are for the future, what kinds of satisfactions they derive from teaching, what kinds of frustrations exist. The idea behind the study is that if more is known about careers in education, a better job can be done of developing the profession so that it will become more attractive to those considering teaching as a career, and---we hope---more satisfying to those already in the profession. This research is an extensive study sponsored by the U. S. Office of Education and conducted through Syracuse University.

Actually, we'd like you to do a little self-analyzing during this interview, and describe as best you can your attitudes toward the profession and the underlying feelings and reasons that have influenced your decisions during your career thus far. Of course, anything you say will be strictly confidential. We are interested only in group comparisons; any characteristics which might identify you as a person will be lost in the group.

If you'd like to ask any questions about this before we start, I'll be glad to try to answer them.

Let's start at the beginning, back when you were in high school or college.

Did you go to college immediately after high school? (If "no") What did you do?

Where did you go to school?

When you were in college did you think you knew what you wanted to do when you were through school? What was that?

When (at what age) had you first decided this was what you wanted to do?

What in particular about this occupation appealed to you before you actually got into it? (If changed to "teaching" in college, get reasons for teaching.)

When you were in college what were your long range aspirations or hopes regarding your future?

Did you have any notions about what you would like to be doing say 10 years after college? What?

What did you major in when in college?

When did you graduate from college?

Did you get a full-time position immediately after completing college?

If "no," what did you do?

What did you do on your first full-time job?

Where was this? Size of community? Type of school?

Why did you take this particular position over other positions?

What about this job did you particularly like at (over) the time you held it?

*What did you particularly dislike?

*How well did you like this position? Would you say: Extremely well; Fairly well; "so-so"; tended to dislike it; disliked it very much.

*How old were you when you took this position? Date?

*How old were you when you left this job? Date?

*This means you held this position for _____ Years _____ Months.

*Can you give me your reasons for leaving?

*Did you have another position at the time you left this position? (If "no" check one of following)

Went to college.

Went back to college or university.

Went into service

Unemployed: How Long? Any work at all? What?

What did you do next?

Where was this? Size of community? Type of school?

What other jobs were you considering when you took this one?

Why did you take this particular position?

Did (do) you consider this to be a better job than the last one? Why?

What else about this job did (do) you particularly like?

(Note: The questions marked with asterisks above were then asked here, and the sequence repeated for each position held. Appropriate slight modifications were made when the position in question was current. The last four questions marked with asterisks were, of course, omitted when reference was to current position.)

What did you do last summer?

Is this typical of the way you spend your summers? (If "no") How in general do you spend your summers?

About how many summers have you spent so far in summer school?

Do you (also) hold a job outside of teaching during the school year? What kind of job?

About how many hours per week do you spend on your current "outside" job?

What led you to take outside and summer employment?

How well do you like the work you do in these outside jobs? Would you say: Extremely well; Fairly well; "so-so"; tended to dislike it; Disliked it very much.

Why? (What satisfactions, dissatisfactions, does it offer?)

In terms of importance to your over-all career or basic satisfaction you get from it, how would you compare your outside job to your teaching job? Far superior____; Superior____; About the same____; Teaching superior____; Teaching far superior____.

Are you now taking courses during the school year?

What is your objective in taking these courses?

Well, this brings us up to date. The next questions may seem fairly personal and may require evaluations and judgments that you may not have made before. But I think you will agree that they are important in studying the development of careers and in judging the profession.

As you look back on your occupational life so far, would you say that you have achieved what you had hoped to by this time? Would you say: Yes? No? Partly?

In what ways would you say you had been successful?

In what ways have you advanced occupationally?

In what ways have things failed to work out as you had hoped?

(If they have not worked out) To what do you attribute this?

In retrospect, what would you have done differently?

Knowing what you know now about the field, would you go into public education work if you were 18 now? Why? Why not?

Have you ever thought of leaving the teaching profession?

When was this?

Is this something you've been thinking about currently?

What caused you to think about or to plan to leave? Why (did, would) you want to leave?

What now, about the future? For most of us, I suppose, this is more important than what lies behind.

First, a very general question: What would you most like to be doing 10 years from now?

Why would you like to do this? (What appeals to you about it?)

Are you doing anything now to prepare for this? What?

Do you have any plans regarding particular positions you would like to get or types of work you would like to get into in the years ahead?

Do you think it will be possible to do this? (If "yes" and reference is to different job or advancement) what makes you think so?

What types of obstacles do you think might stand in the way of your achieving this?

Do you have any plans to change positions in the near future? (Let me remind you again that this information will be strictly confidential but it's this kind of information that is crucial in judging the degree to which teachers are satisfied with their occupations.)

To what type of position?

In what ways would this differ from your present job?

Would you take another job right now---either in or out of education---if the "right opportunity" came along?

(If "yes") How would you describe the "right opportunity?"
(If "no") Why not?

If you had a son who had the ability, would you encourage him to go into public education work? (If neither "yes" nor "no," what would you tell him about education as a life work, if you were talking to him about it?) "Why"? (why not)

How about a daughter? (If neither "yes" nor "no", same question as above.) Why? (why not?)

Already, in response to a number of questions, some of your reactions to teaching as a profession have been evident but we would like now to ask you to make some general judgments about it.

What do you personally find to be the one most satisfying thing about teaching? What one aspect of teaching gives you the most satisfaction? (If several given, ask which one is most important.)

What other sources of satisfaction do you experience in teaching?

What do you find to be the one most frustrating or dissatisfying thing about teaching to you personally? (If several given, ask which is most frustrating.)

What other sources of frustration or dissatisfactions do you experience in the profession of teaching?

Quite aside from your own personal satisfactions or dissatisfactions, what changes in the teaching profession would make it a more attractive and satisfying profession to teachers in general?

Next are some specific issues we would like you to comment on. Again you have already expressed views on some of them, but we want to ask everyone we interview to comment specifically.

With respect to each of these issues, we are interested in (1) your evaluation of the present situation, and (2) any suggestions you may have where improvement seems needed.

What improvements or developments in or out of the school system would enable you to do a better job of teaching young people than is now possible?

Are there adequate opportunities for advancement in educational work?

Present? (What opportunities exist?)

Suggestions for improvement?

A related question: Do you believe that definite provisions should be made for recognizing merit and excellence in teaching? What methods or provisions would you suggest?

What do you think about the status of teaching as a profession?

Present?

Suggestions for improvement?

How do you feel about "tenure"?

Present?

Suggestions for improvement?

Is the social status of teachers in the community satisfactory?

Present?

Suggestions for improvement?

Is the salary situation adequate now?

Present?

Suggestions for improvement? Minimum _____ Maximum _____

When maximum reached?

Other comments?

Are the demands on teachers' time by school or community, beyond regular teaching duties, reasonable?

Present?

Suggestions for improvement?

Do you think the relationships and interactions of teachers with parents of pupils are adequate?

Present?

Suggestions for improvement?

Present? (What opportunities exist?)

Suggestions for improvement?

A related question: Do you believe that definite provisions should be made for recognizing merit and excellence in teaching? What methods or provisions would you suggest?

In order to make comparisons between groups possessing various characteristics, we will need some objective information about you. This is the last part of the interview, and can be completed rather quickly.

(circle or fill in)

Code no. _____

01: Sex and Marital status

- 0 - Married Male
- 1 - Single Female
- 2 - Married Female

02: Age Specify _____

- 0 - 20-24
- 1 - 25-29
- 2 - 30-34
- 3 - 35-39
- 4 - 40-44
- 5 - 45-49
- 6 - 50-54
- 7 - 55-59
- 8 - 60-64
- 9 - 65 and over

03, 04: Individual's
number in group

05-16: List children by age and sex
Age M or F

17. Spouse employed?

18. Spouse unemployed?

19. Any other dependents?

20. Total No. of dependents

21. Subject now teaching

- 0 - English
- 1 - Social Studies
- 2 - Foreign language
- 3 - Science, mathematics
- 4 - Business, Commercial
- 5 - Shop, Industrial arts
- 6 - Phys. Ed., Coaching
- 7 - Music, art, drama
- 8 - Home Ec., Agriculture
- 9 - English-Soc. St. (Core)
- X - Miscellaneous, special service, NEC

22. What grades do you teach?

23: Responsibilities beyond teaching

- 0 - None
- 1 - Head of Department
- 2 - Part-time guidance
- 3 - Administrative duties
- 4 - Club supervisor

24: To what organizations do you
belong? (specify) _____

- 0 - None
 - 1 - Professional
 - 2 - Social
 - 3 - Service
- (code combinations)

25: Father's occupation while you
were living at home (Mother's
occupation for father-absent
homes)

26: Education of father: _____

27: Education of mother: _____

28: Size of community reared in

- 0 - Rural
- 1 - Town less than 2,500
- 2 - 2,500 - 10,000
- 3 - 10,000 - 25,000
- 4 - 25,000 - 100,000
- 5 - 100,000 - 500,000
- 6 - Over 500,000

29. Years of education beyond high
school

30. Highest degree obtained

- 0 - High school only
- 1 - Certificate (no degree)
- 2 - Two year degree
- 3 - BA or BS
- 4 - Master
- 5 - Doctorate

31. Program currently enrolled in

- 0 - None
- 1 - Certification (no degree)
- 2 - Undergraduate program
- 3 - Masters
- 4 - Doctoral